URBAN/MUNICIPAL
CA4 ON HBL W26
A35
JUNE - SEPTEMBER 1987

AGENDA OF THE OPERATIONS MANAGEMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CA4 ON HBL W26
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AGENDA

EDUCATION MANAGEMENT COMMITTEE

1987 06 30

URBAN MUNICIPAL
JUN 29 1987
GOVERNMENT DOCUMENTS

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1 (a) Report from the Officials re: Day Care (from June E.M.C. - 1987 06 02.) **page - 1. (please bring report from June E.M.C.)**

(b) Letter from The Hamilton Council of Home & School Associations re: Day Care - **pages 2-6.**

2. Review of the English as a Second Language/Dialect Program (from January E.M.C. - 1986 01 07) - **pages 7-13.**

3. Report from the officials re: Suggested Strategies for Review of the Gifted Program (from May E.M.C. - 1987 05 05) - **pages 14-17.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 18.**

2. December Meeting Date - Wednesday, 1987 12 02.

3. Proposed Ministry Course - A.I.D.S.- **pages - 19-25.**

4. A Proposal for Action - Ontario Heritage Language Program - **pages 26-29.**

5. Report of the Race Relations Committee - **pages 30-32.**

6. Report of the Communications Advisory Committee - **pages 33-34.**

7. Report of the Affirmative Action Committee- **pages 35-38.**

8. Report of the Special Education Advisory Committee - **pages 39-53.**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 54-59.**

2. Request re: "4 Over 5" Plan - Roger Snowling - **page 60.**

3. Request for a Report re: Core French.

Education Centre
100 Main Street West
Hamilton, Ontario
1987 06 30

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

RE: DAY CARE

A report on day care was presented to the Education Management Committee at its June, 1987 meeting for information.

Administration at that time indicated that the report would be brought forward at the July, 1987 meeting for a decision.

For your information, copies of the June report will be available at the July Education Management Committee.

While administration will continue to monitor day care needs in Hamilton, it is respectfully recommended:

That no action be taken at this time.

Prepared and submitted by: C. G. W. McKague
Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever
Director of Education

/dm
Encl.

THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

Ms M Cunningham,
The Chairman,
Educational Management Committee,
The Board of Education for the City of Hamilton.

Dear Ms. Cunningham,

Noting that at the last Educational Management Committee Meeting of the trustees of the Board a report was presented on the role of school boards in the provision of day-care, which will be discussed further at the July meeting, the Hamilton Council of Home and School Associations has taken this opportunity to write concerning this issue.

As we indicated in our letter to you of April 1986 in the section headed 'Before and After School Programs' concerning The Report of the Early Primary Education Project, we support the concept of using school space for day care including before and after school programs, and see the need for the development of these programs under public auspices. Private day care is often too expensive for those who need it, and the latest investigations into day care show that the publicly run programs, rather than those run for profit, offer the best quality programs. We hope that the Board will seriously consider the establishment of an Advisory Committee on Day Care, and a pilot project for the care of the whole child--day care, before and after school programs, and latch key children. We expect that any iniatives that the Board undertakes will have the same results as with the Toronto, Peel, and Ottawa Boards -- an increased student enrollment in those schools where programs are offered.

Please find enclosed the results of our own questionnaire undertaken by Home and School Associations, a copy of the questionnaire,and our letter to the Chairman of the Educational Management Committee in May 1986.

Yours sincerely

Ruth H Oldham

R.Oldham

President,Hamilton Council of Home and School Associations

c.c.
A. Krever C. Waterman R. Van Horne M.K.Clarke
B. Jazvac M. Baskin J. Ruddle R. McMurrich

RESULTS OF QUESTIONNAIRES ON PROGRAMS FOR CHILDREN
Conducted November 1986

	Thornbrae		Earl Kitchener	
total parent response:	102		74	
need for P.D. Program	33	32.3%	37	37%
maximum children	63		75	
before school program	18	17.6%	20	27.%
after school program	56	54.9%	43	58.1%
required full time:	21	20.5%	16	21.6%
required part-time:	40	39.2%	35	47.2%
those requiring a program now:	29	28.4%	23	31%
or in the future:	32	31.3%	35*	47.3%
above combined:	61	59.8%	58	78.3%
possible maximum children	120		118	

* 7 parents who reported they would need a program in the future did not indicate whether they would require the program full or part-time.

Major Findings

1 The table above indicates that there are sufficent children to warrant the offering of a program on Professional Development Days at Thornbrae and Earl Kitchener

2. There is a greater need for after school programs than before school programs.

3. There is twice as much need for a program which will accept children on a part-time basis than there is for full time before and after school programs.

4. That less parents require a before and after school program now than will do later on, when-- as many indicated-- mothers plan to renter the work force.

5. The Earl Kitchener results indicate that the present program offered through the YMCA at the school is not meeting all the present needs of that community.

THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

November 10,1986

BEFORE AND AFTER SCHOOL PROGRAMS

The Hamilton Council of Home and School Associations is doing a survey to determine the need for before and after school care of children. Any answers will be used in an aggregated form and not on an individual basis. Please take time to fill this out and return it to your Home and School.

1. How many children do you have? _____

2. If a before and after school program were available in your school would you use it

   _____ before school

   _____ after school

3. If a before and after school program was availabe in your school would you use it

   _____ full time

   _____ part time

4. If a before and after school program were available in your school would you use it

   _____ now

   _____ in the future

   _____ would cost be a factor?

5. Do you have a need for a program on P.D. Days?

   _____ yes

   _____ no

Name_____

Address_____

School_____

The Chairman,
Education Management Committee,
Board of Education for the City of Hamilton.

Dear Mrs Clark,

Please find enclosed for your information a copy of the Hamilton Council of Home and School Associations'response to the important " Report of the Early Primary Education Project" of the Ministry of Education.

The Board of Education for the City of Hamilton has established a good record in primary education through primary consultants, provision of junior kindergarten and the development of early primary curricula and materials to improve parent school communication. The Hamilton Council of Home and School Associations hopes it will develop from this good base and act on the recommendations that are suggested in this report,even if the report is not finally accepted in its present form.It requests in particular that the Board of Education consider:

Strengthening school and community links
through a) establishing for parents "a substanstial involvement in their child's education"(p 34),in particular by continuing to:

* promote an open door policy in schools
* develop information sheets to parents
* provide flexible interview times where both parents are working
* provide informal coffee hours with principal and/or teacher with parents to discuss program goals
* encourage parent-teacher groups.

and b) taking the initiative in setting up a group, such as a local chapter of the Canadian Association for Young Children, to promote professional development and continuity of programs.

Before and After School Programs (recommendation 30)
The report identifies a need to pool resources to provide "supervised activities at the school both before and after regular hours" (p. 62). The Hamilton Board has considerable community use of schools. However, there are very few before and after school programs. We request the Board to:

* develop policies on how a need for before and after school programs is to be determined in a particular neighbourhood
* and to give priority to before and after school programs over other uses of school premises by the community.

Training and Qualifications (recommendations 13-22)
As will be seen in our response to the Ministry, we support these recommendations. We particularly endorse the recommendations that principals and supervisory officers with responsibility for primary divisions be encouraged to hold primary qualifications, and that courses leading to principals'qualifications, training and inservice of teachers" be revised to .....strengthen partnerships among schools, families and community

agencies"(p.47). We would expect this to include training in group process and decision-making to assist parent-teacher communications.

To reflect the importance attached to aides in early primary education,we request the Board of Education to:

* require aides to be holders of certificates from accredited courses for working with children.
* require primary consultants to be involved in hiring procedures

Staff Professional Development (recommendation 12)

As we stated to the Ministry,professional activity days are often unpopular for causing problems in the proper supervision and care of young school age children. We hope the Board of Education will be reviewing its policies for staff professional development and will look at alternatives to professional activity days for the teachers of young school age children. We would also like representation on the School Year Calendar Committee so that parental concerns can be represented.

More Services to Support Disadvantaged Students (section 8.3)

To augment the present services presently offered to single mothers,new Canadians and Native Peoples, we request the Board to:

* provide additional day care space for single mothers in vocational and composite high schools to enable them to continue their education.
* provide information sheets explaining school services in languages other than English and French.
* establish adult classes to meet the needs of these groups.

Parenting Skills (recommendation 29)

We see involvement of parents in classrooms as an excellent method of providing them with good models of handling common behaviour difficulties, teaching social skills, and showing the physical and intellectual needs of children in a neutral and non-threatening way. We believe this hands on experience is more valuable than attendance at more formal parenting courses. We therefore request the Board to continue to encourage its teachers of young primary children to involve parents in the classroom, as volunteers.

Yours sincerely,

Mrs. B. Toplack
Chairman. Hamilton Council of Home and Schools Associations.

100 Main Street West
Hamilton, Ontario L8N 3L1
1987 06 30

To the Chairman and Members
Education Management Committee
Hamilton, Ontario

Ladies and Gentlemen:

Re: The Review of the
ENGLISH AS A SECOND LANGUAGE/DIALECT PROGRAM

BACKGROUND

Effective 1986 09 01, the Board appointed a consultant (0.5) for English as a Second Language/Dialect (EASL/D). This appointment underscored the Board's commitment to opening the door to full citizenship for students new to Canada by paying more attention to EASL/D training in the schools and ensuring that the students' first teacher contact was positive. Recent research supports the importance of both of these factors in facilitating the transition from the status of immigrant to full citizen.

THE PROGRAM

During the school year 1986-87, the EASL/D program experienced significant growth (see Appendix A). By assisting in identifying, assessing and monitoring placements, the consultant was able to assist and support EASL/D teachers in ensuring that the program was meeting the needs of the students enrolling in Hamilton schools from countries in Europe, Asia, Central America, South America and the Caribbean (see Appendices B, C, D).

A major focus of the program is to integrate EASL/D students into the regular classroom in their home schools. A significant portion of the consultant's time is spent with the students in their home schools, dealing with the cross-curricular issues that surface as a result of integration. The consultant works with the students, helping them develop strategies to deal with the wide-ranging vocabulary they are exposed to in the board curriculum in their home schools.

In addition to working with classroom teachers (regular and EASL/D), the consultant has established and maintained dialogue with community groups, principals, guidance departments, psychological services, learning resource teachers and the research department. Experience has demonstrated the importance of nurturing and extending these various contacts.

A summary of the professional leadership activities undertaken by the EASL/D Consultant during 1986-87 is attached as Appendix E.

THE FUTURE

Enrolment projects for September, 1987, indicate further significant increases in EASL/D programs at both the elementary and secondary levels. Consequently, demands on both the consultant and school staffs to provide for the educational, cultural and social needs of students in EASL/D programs and to continually identify, assess and monitor program placements will also increase.

RECOMMENDATION

That this report be received for purposes of information.

Prepared and submitted by: Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education and Secretary

EASL/D ENROLMENT

September to April, 1986-1987

ELEMENTARY SCHOOLS		SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.
Centennial	(C.D.)								22
Gibson	(R.A.)			17	19	24[9]	26[6]	26[6]	29
Hess Street	(H.P.)	83	28	28	30	30	30	30	30
	(I.R.)		26	30	30	30	30	30	30
	(R.C)		29	30	30	30	30	30	29
Linden Park	(E.W.)	14	10	12	17	13	13	15	15
Stinson Street	(I.S.)	33	33	28	30	31	31	31	30
TOTAL: ELEMENTARY		130	126	145	156	158[9]	160[6]	162[6]	185

SECONDARY SCHOOL								
Sir John A. Macdonald/staff[4]	105	105	105	105	105	160	160	161
TOTAL: ELEM. AND SEC.	235	231	250	261	263[9]	320[6]	322[6]	346

CARIBBEAN STUDENTS. Regular programs/Regular programs and withdrawal								
Number of students receiving assistance and not included in either #1 or #2 above.	25	28	37	44	59	61	63	65
RUNNING TOTAL	260	259	287	305	322[9]	381[6]	385[6]	411

EASL/D CLASSES

SIR JOHN A. MAC DONALD SCHOOL

AFGHANISTAN	1
CARIBBEAN	1
CHILE	1
CHINA	5
COLUMBIA	1
EL SALVADOR	9
GUATEMALA	6
HONDURAS	3
HONG KONG	25
INDIA	3
IRAQ	1
ITALY	1
JORDAN	2
KAMPUCHEA	2
KOREA	2
LAOS	5
LEBANON	1
NICARAGUA	5
PHILIPPINES	1
POLAND	1
PORTUGAL	1
ROMANIA	1
SRI LANKA	1
TAIWAN	4
VENEZUALA	2
VIETNAM	45
YUGOSLAVIA	1

No. of Students in EASL/D Classes 133

No. of EASL/D Teachers 4

Actual No. of Students 161

APPENDIX C

EASL/D CLASSES

Hess Street School Friday, November 7, 1986

AFGHANISTAN	4
CZECHOSLAVAKIA	1
CUBA	1
EGYPT	1
EL SALVADOR	13
GERMANY	7
GUATAMALA	1
HONG KONG	6
HUNGARY	1
INDIA	1
IRAN	3
ITALY	1
JAPAN	1
KAMPUCHEA	5
KOREA	1
LAOS	4
POLAND	5
ROMANIA	3
SYRIA	2
VIETNAM	22

No. of Countries 21 Students 86

CENTENNIAL SCHOOL

ADMISSIONS

MARCH - APRIL 1987

COUNTRY OF ORIGIN	NO. OF STUDENTS	
CANADA		29
EL SALVADOR	5	
LAOS	3	
SAN SALVADOR	2	
GUYANA	2	
VIETNAM	2	
CHILE	1	
THAILAND	1	
		16
	TOTAL	45

APPENDIX E

PROFESSIONAL LEADERSHIP

Professional Leadership was demonstrated in the following ways:

- Emphasizing regular co-ordination meetings with the ESL/D teaching staff

- Making presentations to school staffs at their request

- Arranging displays of resource material for ESL/D teachers

- Procuring, with the help of Principals, ESL/D teachers and Education Centre Personnel, adequate, up-to-date teaching/learning resources and other support material needed for these programs.

- Visiting the Toronto West End Reception Centre, observing their program and obtaining samples of their assessment instruments. Their process is being considered for possible application.

- Attending the following conferences:

  1. Teachers of English as a Second Language/Dialect in Toronto

  2. Mayor's Race Relations Conferences - Hamilton

  3. Multi-cultural Weekend 1987 - Hamilton

     - attended workshops on South-East Asians and Central and South Americans.

  4. Ontario Multi-cultural Association Conference in Hamilton and was one of the presenters for the Immigrants, Multi-culturalism and Services workshop.

  5. Making a presentation on themes in Caribbean literature to the Librarianship Course at Elizabeth Bagshaw.

- Building bridges with the Multi-cultural Centre:

  - translating a School Information Form into other languages
  - counsellors available to act as translators and interpreters.

- Establishing and maintaining links with community groups, and describing to these groups the current ESL/D service.

  - Lincoln Alexander Community Centre
  - Caribbean Cultural Association
  - Dominican Association

- Preparing a half-day workshop

  "An introduction to the Creole speaking Caribbean"

100 Main Street West
Hamilton, Ontario
1987 06 30

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: SUGGESTED STRATEGIES FOR REVIEW OF THE GIFTED PROGRAM

INTRODUCTION

The evaluative questions raised by the Special Education Advisory Committee and the Education Management Committee in response to the Gifted Program relate to both fundamental structural concerns and specific details of assessment practice, curriculum content and teaching process.

It would be wise in addressing these wide ranging questions to first examine the central proposition which appears to be behind them: namely, that the basis of the Gifted Program be moved from a type of segregated to a somewhat desegregated model. Within a clear understanding of this proposition, ancillary questions relating to assessment, teaching and curriculum can be addressed.

OVERVIEW AND HISTORY OF GROWTH OF THE GIFTED PROGRAM

The Hamilton program currently segregates students from their peers based on assessment of intellectual capability and superior achievement. Such separation has been based on a body of literature in respect to the Gifted which indicates that such segregation or withdrawal is beneficial to Gifted students in that it allows such students to build on their mutual superior abilities. Simply, it is proposed that the Gifted become a small self-stimulating community. Experience in the segregated Junior grades has, to some extent, confirmed the original belief. The programs and classes are perceived by parents as effective and stimulating. Some concern has recently arisen, however, in the Psychology and Research Departments as these Gifted students have progressed through the system. Concerns have focussed on the following:

Elementary Program

(a) The insularity of the classes: students are restricted to the same group for a considerable period of time. A student might possibly stay in one class from Grade 4 to Grade 10 with little rotation of new or additional students into that class.

(b) The generality of the classes has also caused some degree of concern. The question has been raised as to whether one teacher can offer instruction across a variety of subject areas at a depth commensurate with the abilities of the Gifted.

(c) The homogeniety and exclusiveness of the Gifted classes. Not all students attain high scores and an even profile across a variety of areas; for example, some students show exceptional strength in Mathematics but may display average ability in English, History, Geography or Science. These students do not gain access to the segregated Gifted classes and, in the opinion of some parents, are not adequately served in the regular classroom.

To conclude, in the elementary panel, our research has indicated that parents are reasonably content with segregated Gifted programs. Our experience as educators, however, has led us to broaden our concept of Giftedness and our supposition that Giftedness is a special property to be fostered in a special place, with one special teacher. We have moved toward the broader belief **that Giftedness represents the unique combination of a student's intellectual ability within one or more recognized areas of achievement.**

Secondary Program

Nowhere has our change in experience and beliefs been more evident than in the secondary gifted program. Students have shown us in their program selection for the year 1987-88 that they require separation and differentiation of subject material based on their particular profile of abilities and interests. It would appear that students no longer wish to be generally Gifted but rather specifically competent in their subject area of choice!

While it may be questioned that all of the congregated gifted program levels are appropriate in elementary school, it would seem clear that the decision has been made for us in the secondary system. The question must now be raised as to the correspondence of objectives in secondary education with education in other grades.

THE IMPACT OF FIVE YEARS EXPERIENCE ON FUTURE PROGRAMS FOR THE GIFTED

Our evolving ideas would appear to have explicit impact on our plans for future programming. Some of these ideas are listed in point form below with proposed action initiatives:

(a) It would seem necessary to examine the notion of **general Giftedness.** The exclusivity of our present definition denies the reality of many students who own exceptional competency in specific areas but do not gain access to the Gifted Program.

ACTION: **The Psychology Department should design and propose a method of identifying students with exceptional strengths in specific achievement areas and outline minimum parameters of intellectual ability which should be associated with such strengths if the student is to be designated specifically "Gifted".**

(b) The policy of **segregating students for prolonged periods of time** with one teacher should be examined based on the following suppositions:

1. It would appear that one teacher cannot be competent in all curriculum areas.
2. One teacher cannot expose students to that variety of interpersonal experiences with significant adults which is the strength of our school system.

ACTION: **An examination of the benefits of segregated classes will take place at different grade levels for students with different characteristics with the goal of creating a model which might serve students through access to segregated and desegregated courses of instruction.**

(c) Experience would suggest that students become **Gifted in different subjects at different times** in their school courses. Our system must be sensitive to such development, particularly in the secondary school setting, allowing entrance to specific subject instruction for the Gifted throughout the student's entire school experience.

ACTION: **A design of an organizational model in consultation with administration which allows ongoing entrance to the gifted program based on the identification of excellence in a particular subject area should be explored.**

(d) The differentiation of the concept of Giftedness will require that **teachers** are selected based on their **expertise in specific subject** areas. It should be stressed that, in the early grades, such selection may be less important.

ACTION: **A selection process for teachers should be established. The selection process should seek to identify teachers based on their strengths in particular subject areas.**

(e) The **identification of subject specialism** will involve the **participation of supervisors** in specific curriculum areas. Such involvement will require the development of specific curriculum guidelines for Gifted students.

ACTION: **Subject Supervisors should be directed towards the enhancement of specific curriculum for all grades of gifted programming. Such curriculum development should include the identification of specific performance indicators which may be integrated within an ongoing assessment process.**

(f) Focus on different **goals and objectives** for the Gifted Program will require greater participation of Psychological Services in responding to the ongoing identification of Gifted students in specific areas. The service will move from a general screening of students toward an individualized system with specific emphasis on measurement in achievement areas:

ACTION: **The Psychological Services Department should develop a model within which students may be selected for the gifted program on an ongoing basis. The model should include both standardized and other viable instruments and must involve recognition of the curriculum proposed by subject supervisors for the gifted program.**

(g) Experience with those **students who have not been selected** for the Gifted Program would suggest that the classroom teachers require specific assistance in teaching students of above-average capability. Such assistance may take the form of curriculum enrichment and support from specialist services within the Board.

ACTION: **Classroom teachers should be in-serviced on an ongoing basis to assist them in modifying curriculum and teaching practices for students of above average ability.**

CONCLUSION

In our conclusion, it should be stressed that the proposals above are our first response to the questions posed by the Special Education Advisory Committee and the Education Management Committee. It is expected that, if the Board agrees in general principle with the actions proposed, specific proposals will be operationalized in the year 1987-88.

RECOMMENDATION

(a) That the Board officials authorize a review of its policies and procedures relative to the gifted program, with specific reference to this report.

(b) That such review be completed by December 31, 1987.

Prepared and Submitted by: Dr. C. Pryor, Supervisor of Psychological Services
Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 06 24.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

Director of Education

(a) That James Kerr be appointed to the position of Acting Supervisor of Curriculum and Instruction (Technological Studies), effective 1987 09 01, with salary according to schedule.

(b) That Fred Neumann be appointed to the position of Administrative Assistant to the Director of Education and the Associate Superintendent of Curriculum & Special Services, effective 1987 09 01 to 1989 08 31, with salary according to schedule.

Superintendent of Operations

(a) That the request of Donald Simpson for a Personal Leave of Absence, effective 1987 09 01 to 1988 08 31, be granted.

Superintendent of Curriculum & Special Services

(a) That David McIsaac be appointed to the position of Administrative Assistant to the Superintendent of Curriculum & Special Services, effective 1987 09 01 to 1989 08 31, with salary according to schedule.

(b) That Patricia Gillie be appointed to the position of Acting Middle School Consultant, effective 1987 09 01 to 1988 08 31, with salary according to schedule.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

1987 06 30

TO: To The Chairman and Members;
The Education Management Committee;
The Education Centre, Hamilton

RE: EDUCATIONAL MATERIALS ABOUT AIDS
(Acquired Immune Deficiency Syndrome)

On January 27, 1987, the Honourable Sean Conway, Minister of Education, announced that education about AIDS would be compulsory in Ontario schools, beginning in the school year 1987 - 1988. A draft curriculum (a kit) was issued this month in an attempt to assist in the development of appropriate AIDS education which will be the responsibility of local school Boards. Written reactions and suggestions for improvement are to be forwarded by educators to the Ministry by June 30, 1987.

The ministries policy is as follows:

1. A mandatory unit of study on AIDS shall be a part of the health education program in Grade 7 or 8.

2. A second mandatory unit on AIDS shall be included in the secondary school health education program as part of the credit(s) deemed to satisfy the compulsory credit requirement for diploma purposes.

3. On the written request of a parent or guardian or of a student who has not reached the age of majority, the right to withdraw from any component of a physical education or health education course shall be granted, where such component is in conflict with a religious belief held by the student, guardian or parent. Where such withdrawal involves a significant portion of the course time, an alternative component of work in physical and health education shall be scheduled for the student.

The draft document is intended to be used as a resource to assist teachers in planning lessons on AIDS. The responsibility for the selection of teaching ideas remains at the school level. Teachers are encouraged to modify the suggestions to fit the needs and interests of their students and community.

The draft document (the kit) has been divided into five parts:

- **Some Facts About AIDS**
- **General Teaching Strategies**
- **Teaching Strategies, Grade 7 or 8, Physical and Health Education**
- **Teaching Strategies, Compulsory Credit in Physical and Health Education**
- **Transparencies**

Part A, Some Facts About AIDS provides factual information and resources on AIDS for local curriculum developers and teachers. Topics include transmission, prevention, treatment as well as the social impact of AIDS.

"The impact of this disease on our civilization cannot be overemphasized. It is an epidemic similar to the plague, smallpox, cholera or polio epidemics of the past."

Part B, General Teaching Strategies, outlines the aims and objectives of the kit and some general teaching strategies. The responsibility for the selection of teaching ideas remains at the school level. The emphasis is to help students feel good about themselves and within that context to act on their knowledge to make positive decisions about their health. It is suggested that instruction on AIDS be included in a unit of study on human sexuality that stresses self-responsibility and decision-making. Parental involvement is seen as essential. The document clearly states that the prime responsibility for sexuality education rests with the family. Parents should be made aware of the general content and purposes of the program; administrators might consider **(a)** providing a course for parents on this subject matter or **(b)** inviting them to a parents' night for the purpose of discussion and information.

Part C, outlines specific teaching strategies for the Grade 7 or 8 Physical and Health Education unit. Three strategies have been identified. The first strategy is the information approach which includes the use of audio-visual materials, question and answer format and related discussion or follow up with parents. The second strategy requires teachers to integrate living skills with health education content. Value awareness, decision-making and assertiveness would all be reinforced and developed using AIDS related content. The third teaching strategy is a case study approach. This approach is intended to enhance decision-making and communication skills, about AIDS. Six case studies including questions and answers have been provided.

Part D, Teaching Strategies for the secondary credit in Physical and Health Education also suggests that information about AIDS be included in the context of reproductive health and sexuality education. Teaching strategies include reproductive health, with the primary focus on prevention and people assuming responsibility for their own bodies. Activities may include question and answer sessions, health fairs, research reports, community resources etc. Strategy two, is a living skills approach with a focus on the meaning of responsibility within a relationship. The third strategy is related to assertiveness training and the related interpersonal skills. Strategy four is also a living skills approach with an emphasis on value awareness and the possible related technical, clinical or legal issues.

Part E, contains only one transparency on AIDS statistics.

LOCAL ACTION

When the Minister of Education made his announcement on AIDS, the health curriculum design committee focused its attention on the topic. The committee felt it was most appropriate to include aids education as a part of a Grade 8 human sexuality unit. An outline of the unit is available should you wish to review it.

Following approval of the outline by the Elementary Curriculum Committee, a writing team wrote the unit. The unit clearly includes the philosophy and teaching strategies purported by the Ministry of Education's draft document. The Grade 8 unit is being scrutinized by the design team. It is worth noting that for the first time, birth control methods will be discussed in the elementary school. Abstinence will be emphasized as the best choice in the control of AIDS. The condom will be included as a teaching resource.

In order to meet the requirements of AIDS education in secondary schools, it is proposed to:

(a) include an instructional component in the grade 9 and the grade 10 health and physical education courses.

(b) provide for presentations to all senior division and OAC/Grade 13 students.

This fall an extensive inservice programme will be put into place for teachers, librarians and administrators. Parents' meetings will also be arranged either through the Home and School Association or individual schools. A formal plan will also be established to deal with the secondary school needs.

Throughout all of this process, the Public Health Department and doctors from Chedoke McMaster have graciously given of their time and expertise.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: A. Craven, Physical Education & Health Consultant
D. Calder, Physical Education & Health Supervisor

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

Attached:

1. Human Sexuality Unit - Grade 8 Outline (Hamilton)
2. Scope and Sequence Chart From Draft 'Physical and Health Education Intermediate and Senior Divisions, 1987 Guideline'
3. Aims and Objectives - "Education About AIDS" Validation Draft

HUMAN SEXUALTIY UNIT OUTLINE - GRADE 8

PROBLEM SOLVING —— COMMUNICATION —— DECISON MAKING —— RESPONSIBILITY

1. Decision Making
   Problem Solving — Models

2. Decision Making
   Problem Solving — Models & Exercises

3. Stages of Physical Intimacy
   and Consequences

4. Stages of Physical Intimacy
   and Consequences

5. Understanding Sexual Functions
   (Review Reproduction and Menstruation)

6. Birth Control

7. Birth Control

8. Disease

9. STD
   - Gonorrhea
   - Herpes
   - Chlamydia

10. STD - AIDS

11. STD - AIDS

12. Case Studies - Responsibility
    - Decision Making
    - Problem Solving

Table 1

Health Content Categories - Scope and Sequence Chart

	K-3	4-6	7-8	Compul-sory	Senior
Anatomy and physiology, heredity	Cm	Cm	Om	Om	Om
Consumer and environmental health	Oi	Oi	Oi	Oi	Cd
Human sexuality	Oi	Cm	Cd	Cd	Cd
The individual - alone and with others	Ci	Ci	Cd	Om	Cd
Lifestyle	Oi	Oi	Oi	Cd	Cd
Mental and emotional health	Oi	Oi	Cm	Cd	Cd
Nutrition	Cm	Cd	Om	Cm	Od
Personal fitness	Oi	Ci	Cd	Cm	Od
Safety and first aid	Cm	Cd	Om	Cd	Od
Substance use, abuse, misuse	Oi	Cm	Cd	Cm	Od

Sequence: C - Core
O - Optional

Scope: i - Introductory coverage
m - Minor coverage
d - In-depth coverage

From: Physical and Health Education, Intermediate and Senior Divisions, 1987 (draft)

Living Skills - Scope and Sequence Chart

	K-3	4-6	7-8	Compul-sory	Senior
Assertiveness	Ci	Cm	Cm	Cd	Cm
Behavioural control	Ci	Cm	Cm	Cd	Cm
Conserving/ consuming	Ci	Cm	Om	Cd	Cm
Decision making	Ci	Cm	Cd	Cm	Cm
Goal setting	Ci	Cm	Cm	Cd	Cm
Intuitive learning	Oi	Om	Cm	Cd	Cm
Living with change	Oi	Ci	Cm	Cd	Cm
Risk taking	Ci	Cm	Cm	Cd	Cm
Self-awareness	Ci	Cm	Cm	Cd	Cm
Self-responsibility	Ci	Cm	Cm	Cd	Cm
Social adaptability	Ci	Cm	Cm	Cd	Cd
Sex-role clarification	Oi	Om	Cm	Cd	Cm
Value awareness	Ci	Cm	Cd	Cd	Cd

Sequence: C - Core
O - Optional

Scope: i - Introductory coverage
m - Minor coverage
d - In-depth coverage

From: Physical and Health Education, Intermediate and Senior Divisions, 1987 (draft)

A unit of study on AIDS should provide students with opportunities to:

- become aware of the disease;

- understand the ways in which the disease is transmitted and can be prevented;

- increase their understanding of sexually transmitted diseases and of the need for responsibility and honesty in dealing with sexually transmitted diseases.

As a result of their classroom study, students will be able to:

- describe AIDS, its symptoms, and how it is transmitted, treated, and prevented;

- explain how commitment, responsibility, and abstinence relate to the prevention of AIDS;

- identify (a) behavioural options and alternatives related to treating their bodies well or badly and (b) positive and negative risk situations;

- act sensitively and humanely with respect to people with AIDS;

- seek help through their knowledge of those sources in the community that can be contacted for information on, testing for, and treatment of AIDS.

100 Main Street West
Hamilton, Ontario
1987 06 30

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: A Recently Received Ministry of Education Document
A PROPOSAL FOR ACTION - ONTARIO'S HERITAGE LANGUAGES PROGRAM

PREAMBLE

In brief, the Ministry of Education proposes to expand its commitment to the Heritage Language Program in elementary schools. The following five initiatives make up the essential components of the proposal:

1. School boards would be required to provide instruction in a particular heritage language after school, on non-school days or during an extended school day.

2. An incentive fund to train staff would be made available.

3. A program guide is to be produced by the Ministry of Education to assist school boards in providing sound instruction in heritage languages.

4. An incentive fund to support production of learning materials would be made available.

5. There would be Ministry support for research studies.

THE HAMILTON PROGRAM

The Ontario Government began 10 years ago to provide funding for heritage language programs. The Hamilton Board of Education began its heritage langauge program 15 years ago in co-operation with the Greek and Polish Associations. Classes operated on Saturday mornings at two school locations from September to May. A small fee was charged to offset part of the salary costs.

The basic concept of the Hamilton Program was instruction in language/culture/history of parents' homeland. It did not and still does not include sports, recreation, politics or religion.

The Hamilton Board works with any ethnic association wishing to have heritage language programs. It does not deal with an individual unless that individual represents an association. Mr. Howell, the Continuing Education Supervisor, meets with the representatives, explains procedures governing program, assists communities with accommodation (school, hall, church), times, staffing, hours, wages, etc.

Most classes are offered on weekends with the remainder operating in early evening hours. Maximum time period per Ministry of Education general guidelines is 2½ hours per week from September-June, and 2½ hours per day during the Summer School period. Currently, no Continuing Education classes are an extension of the school day.

PROBLEM AREAS - BILL 80 (Procedure for Establishment of Heritage Language Programs)

Bill 80 proposes that:

.277e. - (1) A board may establish and maintain classes for the purpose of providing a heritage language as a subject of instruction or as a language of instruction for the purpose of transition to English or French.

.277e. - (3) The board shall provide the heritage language as a curriculum subject for academic credit during the regular school day where the board determines that one or more classes or groups of twenty or more students can be assembled for the purpose and the board may establish such other classes at such times and locations as the board considers necessary to meet the needs of the heritage language community.

Problems Arising: .staffing
.effect on other subject areas, especially languages
.possible transportation problems
.enrolment problems
.possibility of students not being able to attend schools in their communities

We have found over the years that, in most situations, families are widespread throughout the city and surrounding areas. It is doubtful that, with few exceptions, there would be sufficient numbers in any one elementary school area to have special heritage language classes. It is the delivery of youngsters by parents to class locations on a weekday evening or Saturday mornings that makes it possible to have enough students for heritage language classes.

Presently, there are no training programs for teachers nor specific curricula relevant to all languages. It is clearly explained to association representatives that teaching must cover language, culture and history but not religion politics or recreation. A liaison person is to monitor the program and give direction in this regard in addition to duties related to discipline, classroom care, etc.

THE FIVE INITIATIVES

ONE

Each school board operating elementary schools will be required to provide, on a continuing education basis or on a purchase basis from another school board, a program in a particular heritage language as the result of parental request.

A program will be provided, at the board's choice of location, within 90 days of receiving a written request for instruction in a particular language from parents of 25 pupils

These pupils must be enrolled and/or eligible to be enrolled in the primary, junior or first two years of the intermediate divisions of the board.

Comment

The program is provided to any association in Hamilton. Children may come from outside of the city.

The Program is provided within 30 days of receiving written request, except during the summer months. Minimum enrolment is set at 18 students.

Pupils must be of elementary school age.

The Continuing Education Department uses only after-school and weekend time frames.

TWO

The Ministry will provide an incentive fund to encourage school boards, in partnership with other agencies and groups, to sponsor in-service opportunities for heritage language instructors and their administrative supervisory and resource personnel.

Comments:

Hamilton employs instructors who have teaching qualifications from Canada or the homeland or who have a university degree, as far as this can be done. We rely on the association representative to assist in staffing.

In-service training opportunities would greatly benefit the quality of the program. Hamilton provides partial funding for special textbook materials for heritage classes.

THREE

The Ministry will produce a program resource guide in English and in French that will be of general assistance to school boards and heritage language personnel in establishing or further developing the heritage languages program.

The ministry will also promote awareness and sharing of resource materials produced by school boards, ethnocultural organizations or other agencies.

Comments:

A program resource guide would bring greater cohesion to heritage language programs by providing:
(a) assistance to school boards in establishing heritage programs,
(b) standardization of areas of concentration, e.g. language, history, culture,
(c) access to information on school boards with firmly established programs,
(d) assistance of an advisory committee for setting and maintaining guidelines.

FOUR

The Ministry will provide an incentive fund for the development of student learning materials, in print, non-print and software formats that meet criteria established for Ontario's Heritage Languages Program.

Comments:

Funding by the Ministry of Education would greatly benefit the ability of teachers to provide more relevant textbooks and other learning materials and to adapt existing materials to heritage classes.

Caution must be exercised in the allocation of such funding so that those organizations that are financially handicapped do not lose out. For example, the Portuguese Consul supports Portuguese programs but the same does not hold true for Vietnamese programs.

FIVE

The Ministry will provide incentives for research and for the gathering and sharing of information related to successful practices in the Heritage Languages Program.

Comments:

The gathering and sharing of information would be a worthwhile endeavour but should be lower on the priority listing. Funding should be directed mainly to program operation, staff development and learning materials procurement.

RESPONSE TO MINISTRY

The Ministry of Education's "Proposal for Action" has been forwarded to our Board for the purpose of input at the local board level. Participation is solicited by the Ministry in preparation for the development of a government bill which will be designed to enhance heritage language instruction in our elementary schools. The Ministry has requested our reaction by September 30, 1987.

RECOMMENDATION

With Board approval, administration will prepare a response and forward it to the Ministry of Education prior to 1987 09 30.

Prepared and Submitted by: Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

C. Howell, Supervisor of Continuing Education

Approved by: A. J. Krever
Director of Education and Secretary

REPORT OF THE

RACE RELATIONS COMMITTEE

Present: Canon Joseph Rogers (Chairman);
Trustees Clarke, Ruddle and Webb.

Also Present: Trustees Kennedy, Mulholland and Van Horne;
Ms. S. Hildreth (Ministry of Education)
Mr. S. Pooni (Mayor's Race Relations Committee)
Mr. H. McKeown (North York Board of Education)

Officials Present: Mr. K. A. Rielly (Superintendent of Operations)
Mr. S. Barrs (Consultant, Values Education)

The Committee recommends:

GENERAL

1. That the Foundation Statement and Statement of Principle be approved.

(see attached)

Respectfully submitted,

Canon Joseph Rogers,

Chairman.

Conference Room,
1987 06 15.

A RACE RELATIONS POLICY

FOR THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

The Foundation:

In Canada every individual is equal before and under the law and has the right to the general protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Similarly, public policy in Ontario recognizes the dignity and worth of every person and provides for equal rights and opportunities without discrimination. Ontario is committed to racial equality, the development of a harmonious race relations climate, and the carrying out of positive and active measures to promote the equal participation of racial minorities in all facets of Ontario life. The responsibility of promoting positive race and ethnic relations and for combatting racism and ethnic discrimination lies with all sectors of our society.

In accordance with provincial policy, the Corporation of the City of Hamilton is committed to a multi-racial, multi-ethnic society. It considers the presence of people from a wide range of racial, ethnic, cultural and religious backgrounds to be a reflection of both the Canadian and Ontario ideal and a source of enrichment and strength. The City affirms the multi-racial and multi-ethnic character of Hamilton by expressing the equality of rights and privileges of all its citizens.

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1. Adapted from the Canadian Charter of Rights and Freedoms, 1982, Section 15.

2. Adapted from the Human Rights Code, Ontario, 1982 and the Ontario Policy on Race Relations, 1986, and Ontario Human Rights Commission, Towards a Policy: Race and Ethnic Relations In The Education System, 1986.

3. Taken from the Policy on Race Relations For the Corporation of the City of Hamilton, 1986.

Statement of Principle

In the spirit of the Canadian ideal and in support of our provincial and municipal Race Relations policies, The Board of Education for the City of Hamilton recognizes its responsibilities as an employer and a major centre of socialization within the Hamilton community. The Board of Education for the City of Hamilton is dedicated to education that promotes positive race relations and multiculturalism.

We are committed to:

- an environment which respects and celebrates the racial, ethnic, religious and cultural plurality of our society.
- policies, programs and school environments which encourage all students, employees, parents, trustees and members of our wider community to fully contribute to and benefit from our rich multi-ethnic and multi-racial society.
- the belief that all doctrines and practices of racial and/or cultural superiority are reprehensible, socially destructive, and contrary to the policies of this board.
- the elimination of any expression of racial or cultural bias in any form by its trustees, employees or students.
- pursuing an active role in the elimination of all racial and cultural discrimination, including those policies and practices, which, while not intentionally discriminatory, have a discriminatory effect.

REPORT OF THE

COMMUNICATIONS ADVISORY COMMITTEE

Present: Mary Caye Clarke (Chairman);
Trustees Rogers, Ruddle and Van Horne.

Also Present: Trustees Mulholland and Kennedy.

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. D. Kelterborn (Administrative Officer - Business Services)
Mr. N. Forster (Information Officer)
Mrs. T. Fulton (Administrative Assistant to the Director)

The Committee recommends:

GENERAL

(a) That the use of the Logo be adopted. (see attached).

(b) That the Board of Education for the City of Hamilton express its appreciation to Kelley Advertising Inc., and to M. N. Jaycock, Vice-President, Creative, for their assistance in the development of the Logo.

(c) That the Board of Education for the City of Hamilton co-operate with Cable 14 Television in the production of monthly half-hour educational television programs from October, 1987 to May, 1988.

(d) That the production and distribution of the newsprint tabloid, as outlined by the committee, be approved.

(e) That the Systems Public Relations Committee study the feasibility of placing a sign in front of the Education Centre.

Respectfully submitted,

Mary Caye Clarke,

Chairman.

Committee Room,
1987 06 22.


THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON



REPORT OF THE

AFFIRMATIVE ACTION COMMITTEE

Present: Margaret Cunningham, Chairman;
Trustees Kennedy, Van Horne and Webb.
Misses Tindall and Gillie; Mses. Howard and Morris;
Mrs. Cook-Petz; Mr. Sween.

Not Present: Trustee Barker.
Mrs. Stepien; Messrs. Brownridge and Evans.

Also Present: Trustees Mulholland and Ruddle.

Officials Present: A. J. Krever (Director of Education and Secretary),
K. Rielly (Superintendent of Operations),
L. Sproule-Jones (Affirmative Action Co-ordinator),
L. Slade (Personnel Assistant).

The Committee recommends:

GENERAL

1. That the Harassment Policy be approved (see attached).

2. That Linda Sproule-Jones be re-appointed to the position of Affirmative Action Co-ordinator, effective 1987 09 01 until 1988 08 31.

Respectfully submitted,

Margaret Cunningham,
Chairman.

Meeting Room,
1987 06 23.

HARASSMENT POLICY

The Board of Education for the City of Hamilton is committed to the principles of educational excellence and equality of opportunity. These goals can only be attained in a positive and supportive environment which protects and promotes the dignity and self-esteem of each person and the mutual respect and cooperation between individuals.

Within this environment, any form of harassment undermines the integrity of working relationships, threatens personal well-being and performance, and is unacceptable.

The Board is committed to fostering the goodwill and trust necessary to achieve excellence and equality and to protecting the rights of each individual.

POLICY

In adherence with the Ontario Human Rights Code, it is the policy of this Board that every employee, volunteer and student have a right to freedom from harassment in the workplace and school system because of sex, sexual orientation, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offenses, marital status, family status or disability.

DEFINITION

For the purpose of this policy, harassment means engaging in a course of derogatory or vexatious comment or conduct that is known or ought reasonably to be known to be unwelco

Sexual harassment is a particular form of harassment and is defined as:

a) any repeated sexual advances, remarks, or behaviour that is demeaning that the person making the advances, remarks or engaging in the behaviour knows or ought reasonably to know is unwelcome; or

b) a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation knows or ought reasonably to know that it is unwelcome; or

c) a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

This definition of sexual harassment does not include an occasional or casual compliment or remark, any voluntary relationship between consenting adults, nor normal exercise of supervisory responsibilities, including direction, counselling, and discipline when necessary.

RESPONSIBILITIES OF THE BOARD

It is recognized that under the Ontario Human Rights Code, any individual may take a complaint of harassment to the Ontario Human Rights Commission. Notwithstanding, the Board takes seriously its responsibility to ensure a working environment of mutual trust and respect and wishes to make clear that harassment of any individual will not be tolerated. To this end the Board is dedicated to promoting greater awareness and understanding of these issues, to prohibiting harassment in the workplace and to establishing a procedure to ensure that complaints of harassment can be resolved with sensitivity, quickly, fairly and confidentially, consistent with the spirit of this policy

Outline of
Complaint Resolution Procedure

I. It is our belief that greater awareness of and sensitivity to the rights of others will prevent harassment. To this end, implementation of this policy will include:

a) education and inservice opportunities for all employees to better understand the Board's policy and procedure, and the responsibilities of each employee on the issue of harassment.

b) recruitment and training of a team of 5 or 6 volunteer Facilitators to whom any person may ask for counselling, advice and mediation of harassment complaints.

c) development of a process which emphasizes informal resolution as the primary objective, but provides both informal and formal procedures for complaint resolution to ensure adherence to Board policy.

II. Notes on Volunteer "Facilitators"

- Posting throughout the System will invite nominations or volunteers for members of the "Facilitators" Team for a Term basis.

- Role definition - to listen empathetically and objectively; to advise individuals on policy, procedures and courses of action; to facilitate agreement between two parties; to demonstrate sensitivity and to maintain confidentiality for all parties.

- Facilitators will be selected by a Committee determined by the Affirmative Action Committee.

- Selection of individuals to be trained will be, insofar as possible, representative of the various sectors of the Board's employee population.

III. Notes on the Complaint Resolution Procedure

Each employee retains the right to decide how to respond to harassment. The following represents a process for resolving a complaint of harassment through the Hamilton Board of Education.

1. Preliminary Procedure

a) A Complainant should make known that the conduct/behaviour of the person is considered harassment and is unwelcome.

b) Depending on the circumstances, the Complainant may wish to resolve the problem by discussing it directly with the person, to seek assistance for informal resolution, or to ask for formal steps to be taken.

c) The Complainant may seek guidance or counselling through the Employee Assistance Program, from a Supervisor, or through any member of the Facilitators' Team. At that time, a responsibility of each of these is to review the options for resolution available to the Complainant.

2. Informal Resolution

- whereby a Facilitator may assist in an amicable resolution through a meeting between the two parties.

- procedures to be as simple as reasonably possible.

3. Formal Procedures

- in the event the Informal resolution process is inappropriate or not possible, harassment complaints can be dealt with through more formal procedures having regard for the rights and responsibilities of all parties involved.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. Judith Bishop (Chairman), Trustees Baskin, Desmarais and Ruddle; Mesdames Allice, Masters; Miss Dalziel; Dr. Jacobs; Mr. Collver.

Also Present: Mr. D. Hutton, OSSTF; Mr. P. Babcock, HPA.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services), Mrs. T. Fulton (Administrative Assistant to Director of Education), Mr. D. Kelterborn (Administrative Officer - Business Services), Mr. R. Adams (Supervisor, Special Education), Miss S. Wilson (Supervisor, Transportation).

The Committee recommends:

GENERAL

1. That the Board write a letter to the Ministry of Education to express concern regarding the deinstitutionalization of the physically and mentally handicapped children over 21 who do not qualify for Board of Education day care.

2. That the following Report of the Sub-Committee On Transportation May 1987 be approved. (see attached)

   a) That each school principal is asked to designate annually a transportation monitor(s), whose name(s) will be sent to the Transportation Officer.

   b) That in-service training be provided annually to all transportation monitors.

   c) That in-service training be provided by Board Personnel annually to all carriers.

   d) That the regulation pertaining to drivers and carriers be amended as follows:

      (i) Add to Regulation 2 "and that all wheel chair vehicles have closures".
      (ii) Add an additional clause: That carriers ensure that each of their drivers working for the Board of Education for the City of Hamilton has a copy of the above Regulations.

e) That procedures be developed so that the Student Transportation Sheet be kept up to date both on an annual basis, and as new students are declared exceptional.

f) That the Transportation Officer prepare an annual report and that this be shared for information with SEAC.

3. That the report of the Sub-Committee To Examine The Secondary Gifted Learning Resource Program June 1987 be forwarded to EMC for information and the following recommendations as amended be approved: (see attached)

a) That the present Gifted Umbrella Committee be reconstituted with a two committee format, one Secondary and one Elementary.

b) That each composite high school set up a gifted committee, to meet in school time, comprised of principal or vice-principal, the GLRT, and other interested staff, including those piloting curriculum with enriched components.

c) That the consultant for the Gifted at the secondary level have a secondary academic background so that he or she can adequately act as a resource to the Secondary Gifted Committee, and the Schools' Gifted Committees.

d) That prospective Gifted Learning Resource Teachers should:
- apply to their principal and their school's Gifted Committee,
- either possess or be encouraged to acquire a special education qualification.

e) That a gifted academic program be developed which is largely an integral part of the students' school day, obtained through regular course study, with appropriate modifications.

f) That the following five strategies be used, based upon available or easily accessible data, to identify students for the Gifted Learning Resource Program:
- group achievement tests
- group ability tests
- marks
- teacher/parent recommendation
- self nomination

High scores from several of the above would nominate a student to the program. If a student

satisfies 3 or 4 of the criteria, the remaining would be ignored even if scores or ratings are very low.

g) That in-service be provided annually to the schools' gifted committees to help them select potential students for the program.

4. That the Fourth Ministry of Education Review 1986 - 1987 be approved.

5. That the Special Education Advisory Committee Priority Agenda Items 1987 - 1988 be approved as follows:

- The Exceptional Students in the Vocational Program
- Educational Assistants
- Special Education provision at the secondary level
- DARTS
- In-service training: regular staff
  special education staff
- Referral rates for Psychological Assessment
- System Identification Placement and Review Committees - their functioning, referral rates, results
- Behaviour Disordered Students
- Specific Learning Disabilities Program
- Learning Resource Program.

6. That the Chairman of the Special Education Advisory Committee present a verbal Annual Report 1986-87 of SEAC to the July E.M.C. and that the SEAC members make an attempt to be present.

7. That the Downs Syndrome organization be invited to be represented on the Special Education Advisory Committee.

Respectfully submitted,

J. BISHOP,
Chairman.

Meeting Room,
1987 06 24

REPORT TO S.E.A.C. FROM THE SUB-COMMITTEE ON TRANSPORTATION
May 1987

Preamble:

In order to promote a more effective transportation service for our school system, our current practice has been reviewed, resulting in a number of practical suggestions which should serve our students and staff in a more efficient manner, and further complement our comprehensive educational program.

The sub-committee recognises that transportation plays an important and integral part in the school day of special education students who are provided with transportation by the Board. It feels that further communication between transportation officer, carriers, parents and schools can help promote the goals implicit in the preamble.

A questionnaire was sent to all schools in January 1987, to which 59 schools responded. The major findings were as follows:

* 11.9% of the carriers habitually arrived before 8.30 a.m.
* 6.2% of the carriers habitually arrived after 9.a.m.
* 51.7% of the schools had no one responsible for meeting the vehicles
* 36.5% of the schools did not have a list of the students' pick up and drop off times
* 2 schools did not have a list of emergency alternate addresses (and 3 other schools did not respond to this question),

Based on this data, and with additional study, the sub-committee makes the following recommendations:

1.Transportation Monitor

That each school principal is asked to designate annually a transportation monitor(s), whose name(s) will be sent to the Transportation Officer. It is expected that the monitor shall:

1. Monitor the departure and arrival of students being transported, to insure that practices recommended by the Board are followed, checking any deviations from the Board's Regulations Pertaining to Drivers and Vehicles, and ensuring that each driver has a Student Transportation Sheet, and the General Information Sheet for Drivers.(See appendices).
   The following groups of exceptional students must be met:
   trainable retarded
   developmentally handicapped
   orthopaedically handicapped
   autistic

behaviour exceptionalities
visually impaired
asssessment

except where this would conflict with specific goals set for the student.

2. Ensure that students arrive on school property after 8:30, and arrive in class before the commencement of their program.

3. Be responsible for a current list giving the students' general pick up and drop off times, with carrier's name and number, and making this list accessible to appropriate staff.

4. Be responsible for a list of emergency procedures to be followed for each student who is transported i.e.in the event of school closure from inclement weather or sickness.

5. Report immediately serious problems to the principal and the Transportation Officer.

6. Report monthly to the Transportation Officer of any consistent problem by carrier name and number in arrival and departure procedures.

2.In-Service of Monitors

That in-service training be provided annually to all transportation monitors, which would include:

* The role of the Transportation Officer.
* The role of the transportation monitor
* The Board's expectations of service from Carriers
* Regulations Pertaining to Drivers and Carriers
* General Information Sheet to Drivers
* The Student Transportation Sheet.

3.In-Service of Carriers

That in-service training be provided by Board Personnel annually to all carriers.It is expected that all managers will participate in this in-service in order that a more efficient and effective service is developed. In-service would include:

* The role of the Transportation Officer
* The Board's expectations of service from Carriers

* Regulations Pertaining to Drivers and Carriers

* General Information Sheet to Drivers

* The Student Transportation Sheet.

4.Regulations Pertaining to Drivers and carriers

That these be amended :

1. Add to Regulation 2 'and that all wheel chair vehicles have closures'.

2. Add an additional clause :
That Carriers ensure that each of their drivers working for the Board of Education for the City of Hamilton has a copy of the above Regulations.

5. Student Transportation Sheet

Procedures be developed so that the Student Transportation Sheet be kept up to date both on an annual basis, and as new students are declared exceptional. A list of students declared exceptional and requiring transportation should be sent to the Transportation Officer after each System Identification Placement and Review Committee.

6.Annual Report

That the Transportation Officer prepare an annual report and that this be shared for information with SEAC.

Committee members:

N. Dalziel, Hamilton and District Society for Disabled Children
J. Masters, Hamilton and District Parents of Disabled Children
J. Bishop, Hamilton Council of Home and School Associations
S. Wilson, Transportation Officer
T. Fulton. Administrative Assistant to the Director
P.S.Beveridge, Associate Superintendant of Curriculum and Special Services

REPORT OF THE SEAC SUB-COMMITTEE TO EXAMINE THE SECONDARY GIFTED LEARNING RESOURCE PROGRAM

June 1987

Committee members:

Prof. T. Davison
Dr. W Brennan
E. Warren
J. Bishop
D. Simpson.

Introduction

The committee was set up in May 1986 to examine the Gifted Learning Resource Program at the secondary level, and was to report to SEAC by June 1987.

The committee sees that there is a need for the continued development of this program. Identified gifted students may not choose to take part in the self contained program at present in Westmount and Sir John A. MacDonald, while there are other students who were not formally identified in elementary grades, and who at the secondary level exhibit 'giftedness'.

The Committee produced a questionnaire which was sent in November 1986 to present and former GLRTs, and students from the start of the program in 1983. The information derived from this has formed the background to the committee's recommendations. There has also been an examination of some practices in other boards, attendance at a co-ordination meeting of Secondary Gifted Learning Resource Teachers, analysis of the 1986-87 GLRT reports of their programs, and a visit to the secondary self contained gifted program at Westmount. The Committee also met with Cynthia Wilkinson, the Psychological Consultant attached to the Gifted Program.

Discussion and Recommendations

The Committee identified four areas of concern from the information supplied from the questionnaire. They are:

- support for the program (at school and system level)
- program offerings
- identification of students
- provision of adequate resources.

1. Support for the Secondary Gifted Learning Resource Program

A program for gifted students at the composite secondary school cannot be built on the shoulders of the GLRT alone. Although the principal was nominated by the GLRTS as the chief source of support for the program, he or she was mentioned by only 35.7% of them and 14.3% reported they had no support from any school personnel. It is necesssary to strengthen the place of the Gifted program within the system, and make it an integral component of each school's program. The following recommendations are brought forward with that in mind.

The present Gifted Umbrella Committee be reconstituted with a two committee format, one Secondary and one Elementary.

Discusssion: The (New) Secondary Gifted Committee

Composition

The New Secondary Gifted Committee would be comprised of key administrators, secondary principals including always those principals of schools where there are congregations of identified gifted students, supervisory staff, staff development officer, consultant for the gifted, a representative from the GLRTS, and a community representative from SEAC.

Role

The new Secondary Committee's tasks should be to develop policy in the following areas:

- **inservice**, through guidelines for yearly in-service to GLRTS, Department Heads and other teachers. Some topics might be learning styles, modifying programs,and the use of optional enriched components in the core curriculum.

- **curriculum development and implementation**, through identification of teachers who have developed gifted components to the core advanced curriculum; development of guidelines for the writing of enriched components to all new advanced curriculum, as is required by the Ministry of Education's guidelines; exploring Ministry curriculum available through the Independent Learning Centre; and disseminating information about new curriculum for gifted students.

- identification of resources, through the development of a current list of community resources and educational resources,such as Toronto's Learnex Directory, for use with gifted students, and monitor the adequacy of budgets and materials.

and to develop an annual report on the progress of the Gifted program at the Secondary level, which will be shared with the Headmasters Association, Board officials, and SEAC.

School Gifted Committees

It is recommended that:

Each composite high school set up a gifted committee, to meet in school time, comprised of principal or vice-principal, the GLRT, and other interested staff, including those piloting curriculum with enriched components.

The Secondary Gifted Learning Resource Program Sub-Committee 4

Discussion: School Gifted Committees

The role of the School Gifted Committee will be to :

- co-ordinate the school's programs for the gifted
- identify staff who would be willing to work with gifted students
- identify students for the program
- assign each identified student to a member of staff who would provide a regular review of each student's needs and progress in consultation with the student, parents,and appropriate staff.
- elicit staff support for the use of enriched components of the curriculum,modifed programs, and independent study
- encourage the development of extra-curricular activities which would be appropriate for gifted students
- co-operate with the school's DART
- evaluate the development of new enriched components of the curriculum
- support the work of the GLRT-- this would include the provision of time within the timetable for the GLRT to meet with specified students--perhaps through a ten minute home room concept--and of appropriate school resources such as classroom space, telephone, and computer.
- inservice with the GLRT, on a regular basis, the whole staff, on matters relating to gifted education
- report annually to the Secondary Gifted Committeee on the work of the <u>school</u> for gifted students including progress in the above mentioned areas.

The Secondary Gifted Learning Resource Program Sub-Committee 5

Staff assigned to the Secondary Gifted Program

It is recommended that:

The Consultant for the Gifted at the secondary level have a secondary academic background so that he or she can adequately act as a resource to the Secondary Gifted Committee, and the Schools' Gifted Committees.

Prospective Gifted Learning Resource Teachers should: apply to their principal and their school's Gifted Committee, - either possess or be encouraged to acquire a special education qualification, - be appointed for a minimum of two years (barring transfer or promotion).

Discussion: The Role of the Gifted learning Resource Teacher
Their role should be to work directly with, and/or co-ordinate work for, those students who have been identified through the school's gifted committee as needing particular assistance, perhaps because they are not achieving their potential. In the light of these and other recommendations in this report a re-examination of the present role description of the GLRT is appropriate (see appendix).

3.Program

The Committee recognises that a program for gifted students will always have several components--intellectual, social and emotional--to meet individual and group needs.The questionnaire indicated, and a further study of the 1986-87 program showed, considerable variation in what was offered to students through the program, with the only common denominator being the provision of speakers. It is recommended that:

A gifted academic program be developed which is largely an integral part of the students' school day, obtained through regular course study, with appropriate modifications.

Discussion :Program
It is hoped that the continued development of available enriched curricula, coupled with in-service to interested teachers into modifying programs and reaching different learning styles, will provide an integrated academic program, the gifted program's major building block. The Gifted Committee in each school, with the support of the Secondary Gifted Committee, will develop this

important aspect of the program. Schools will want to develop their own strategies for the support of social and emotional needs of gifted students--some suggestions have been made by the committee in the section on the role of the school Gifted Committee.

3.Identification of Students

Identification should be a process of inclusion rather than exclusion. Some students can be expected to select themselves out of a program, as much depends on the student's own motivation. The questionnaire showed there was some variation in how students were chosen for the program, although most were chosen by teacher nomination, or through their marks. Students who were not high achievers but had high potential were therefore likely to be overlooked.
It is recommended:

i The following five strategies be used, based upon available or easily accessible data, to identify students for the Gifted Learning Resource Program:

- group achievement tests
- group ability tests
- marks
- teacher/parent recommendation
- self nomination

High scores from several of the above would nominate a student to the program.If a student satisfies 3 or 4 of the criteria, the remaining would be ignored even if scores or ratings are very low.

ii In-service be provided annually to the schools'gifted committees to help them flag and select potential students for the program.

Discussion:Identification
It is expected that some schools, as a result of the identification process used above, will identify potential populations that are much larger than other schools, and so will need extra resources. Because this process of identification is relatively informal, students may be included who are not 'gifted' in the same way as the formally identified students, so a name other than gifted, such as 'enhanced' might be used for the program.

4. Resources

Most of the GLRTs who replied to the questionnaire had rated existing resources as poor.

It is therfore recommended:

A budget be allocated to the Secondary Gifted Learning Resource Program: i. for the new Secondary Gifted Committee, to cover in-service, curriculum development and implementation, and development of system-wide program components. ii for each school's Gifted Committee to cover supplies and equipment, books and periodicals, field trip expenses,telephone, and computer and soft-ware access.

Summary of Recommendations

Gifted Secondary Committee
The present Gifted Umbrella Committee be reconstituted with a two committee format, one Secondary and one Elementary.

School Gifted Committee
Each composite high school set up a gifted committee, to meet in school time, comprised of principal or vice-principal, the GLRT, and other interested staff, including those piloting curriculum with enriched components.

The Consultant
The Consultant for the Gifted at the secondary level have a secondary academic background so that he or she can adequately act as a resource to the Secondary Gifted Committee, and the Schools' Gifted Committees.

Gifted Learning Resource Teachers
Prospective Gifted Learning Resource Teachers should: -
- apply to their principal and their school's Gifted Committee,
- either possess or be encouraged to acquire a special education qualification,
- be appointed for a minimum of two years (barring transfer or promotion).

Identification Of Students
i The following five strategies be used, based upon available or easily accessible data, to identify students for the Gifted Learning Resource Program:
  - group achievement tests
  - group ability tests
  - marks
  - teacher/parent recommendation
  - self nomination

High scores from several of the above would nominate a student to the program.If a student satisfies 3 or 4 of the

criteria, the remaining would be ignored even if scores or ratings are very low.

ii In-service be provided annually to the schools'gifted committees to help them flag and select potential students for the program.

Resources
A budget be allocated to the Secondary Gifted Learning Resource Program:
i. for the new Secondary Gifted Committee, to cover in-service, curriculum development and implementation, and development of system-wide program components

i for each school's Gifted Committee to cover supplies and equipment, books and periodicals, field trip expenses,telephone, and computer and soft-ware access.

SPECIAL EDUCATION -- INTELLECTUAL EXCEPTIONALITIES

SECONDARY SCHOOL GIFTED LEARNING RESOURCE PROGRAM

Teacher Role Description

Responsible to: Principal
Supervisor of Special Education Department

Duties:

Serve as a Learning Resource Teacher for gifted pupils by:

i) serving the teaching staff in a consultative role concerning the identification of gifted pupils, and suggesting approaches providing both general and specific support for pupils and teachers to assist the learning situation.

ii) providing monitoring of the educational and personal needs of gifted pupils on a regular basis.

iii) providing, in cooperation with the guidance department, such personal and/or career counselling as may be necessary for gifted pupils.

iv) providing liaison between these pupils and the teachers in matters of curriculum, methods, special projects and general progress.

v) facilitating the movement and orientation of such pupils--from feeder schools into the secondary school, from grade to grade, and to further education or future employment.

vi) providing liaison between gifted pupils and outside agencies, to facilitate the pursuit of education outside of the school where profitable for the pupils (i.e. mentorships, apprenticeships, etc.)

vii) serving as a special liaison person for parents of these pupils in all pertinent matters related to their educational and personal progess.

viii) serving as a chairperson of a committee of teachers in the school whose function would be to aid the coordinator in the implementation of all of the above.

ix) meeting as necessary with other gifted coordinators and teachers of the gifted to ensure system-wide continuity of program.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 06 24.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Monique Martel be appointed to the position of Acting Consultant (French Immersion) .75, effective 1987 09 01 to 1988 08 31, with salary according to schedule.

(b) That the term of Tina Falbo's appointment be extended to 1989 06 30, and that she be increased from .5 to .75 Consultant (Core French).

(c) That David Staples be appointed to the position of Acting Principal of an Elementary School, effective 1987 09 01, with salary according to schedule.

(d) That the following teachers be appointed to the Permanent Staff, effective 1987 09 01:

Christine Abi-Rashad
Rosemary Almas (.5)
Suzanne Artt
Juliana Balogh
Laurie Barrett
Marie Bastein-Breton
Wanda Bielak
June Baxter
Christine Beckett
Darlene Boychuk
Barbara Johnson (.5)
Katherine Komaranski
Colleen Kurtz
Lori Kyle
Roger Landry
Marilyn Legault
Marie Lemieux-McCluskey
Bruce MacPherson
Glenys Magill (.5)
Rita More

Kathleen Brown

Allana Burdett-Moore

Charles Buttle

Roma Buwalda

Elizabeth Carey

Kimberley Carlsen

Dawn Crocker

Steven Davidge

Sandra Dowhan

Sandra Easterbrook

Karin Eckart

Carol Ann Ellis

Brenda Finance

Olive Francis

James Geier

Alyson Gibson

Steve Giftopoulos

Dianne Gordon

Carole Goulet

Ralph Grant

Lorna Hampson

Scott Hopkins

Micheline Hughes

Colleen Ireland

Linda Morrissey

Sheila Mowbray

Carmel Murphy-Brogley

Scott McNie (.3)

Nancy Nancekivell

Jaqueline Norris

Vesna Pankerichan

Linda Paradis

Diane Parente

Eileen Patchett

Joyce Patton

Linda Pearce

Christopher Rothwell

Corneila Schuster

Penny Skolrood

Margaret Sumner

Patricia Taffe

Rhona Trott

Loren Turchi

Darlene Tylee

Ian Waltenberry

Jennifer Wilson

Sharon Zabrock

(e) That the following teachers be re-appointed to the Probationary Staff, effective 1987 09 01:

Bonnie Beaven
Barry Bodo
David Bradbury
Lisa Clarke
Rene Contant
Carla Dillenberger
Gladys Elian (.5)
Maureen Fraser
Lynn Howarth-McCue (.5)
Wayne Jessop
Barbara MacLeod
Alice Mantzel
Donna Marchand (.5)
Robert McDermott
Ingvar Rammo
Sharon Reading
Katherine Saunders
Karen St. Jean
Therese van der Spuy
Linda Wolski

(f) That the following teachers be appointed to the Probationary Staff, effective 1987 09 01, with salaries according to schedule:

Lori Acciaroli
Brenda J. Agostini (.5)
Diane Aitken
Karen L. Barrett
Theresia N. Bauer
George Behr
Carla Berteit
Penny Binns (.3)
Gysele Blais
Joseph Blais
Marie J. Bourdeau
Laura Boyd
Marissa Bucci
Lynda A. Burgess
Robert Carle
Jeanne D. Carson
Timothy Chatterton
Gayle S. Heywood
Deborah Horvath (.5)
Carole B. Kippers
Edward J. Kokojejko
Barbara M. Lam
Angela Leone-Camilleri
Sylvie Losier
Susan K. Mackrory
Michael J. MacNeil
Maria Marazia
Wendy Martin
Stephen M. Morris
Nancy Munn-Kowalchuk (.5)
Carol A. Palombella (.5)
Donna J. Pejnovich
Tiziana Penny
Leslie Peters

Anne De Clara

Terri-Ann Crewson

Sharon Dobbie

David Fawcett

Vaso Gajic

Simone Goldsmith

Cynthia Grave

Ruth C. Greedan

Karen L. Hahn

Judith Harris

Richard B. Hart (.6)

William C. Hazel

Darlene N. Pryde (.5)

Lynn L. Rossini

Michael Sampson

Elisena N. Santucci

Tracy L. Scandlan (.8)

Thea Schaeken

John Sharp

Clive I. Shepherd

Jeanne S. Soondarsingh

Michael Stock

Laurie J. Tyndall

Susan E. Uberig

(g) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Rebecca Beaton, 1987 03 24 to 1987 05 11

Douglas Holmes, 1987 02 09 to 1987 05 11 (F.T.)
1987 03 23 to 1987 05 28 (2/3)
1987 05 29 to further notice (F.T.)

Debbie Horvath, 1987 05 11 to 1987 06 09 (.5)

Hamid Rahatian, 1987 05 05 to further notice

Anne Thomson, 1987 04 23 to further notice (.5)

(h) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective 1987 09 01:

Karen Andreychuk (.6)

Bonnie Angelini (.5)

Sondra Archibald

Karen Baetz

Sharon Beesley (.5)

Dorothy Borsi

Anne Brown

Theresa Cardey

Kathleen Comeau (.5)

Louise Lefebvre-Brejak

Kathy Lenz (.5)

Martha MacDonald (.5)

William Manson

Sharon Oulahen

Darlene Owen

Christopher Paige

Janice Park (.5)

Mary Ann Peaker

Elaine Crawford	Kathleen Penny
Lynn De Jong (.5)	Beverley Rea
Shelley Freeman (.5)	Catherine Reid (.5)
Linda Geddes (.5)	Diane Ridos (.5)
Monika Grenville (.5)	Mary Robertson (.8)
Catherine Haggerty	Merike Rutten (.5)
Kathleen Henderson (.4)	Joanne Smees (.5)
Jeannie Hughes	Elaine Smith
Donna Kehoe	Lorraine Stacey
Victoria Kovacevic	Brenda Stewart
Diane Kozak	Dianne Witty

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Rhonda Chaimovitz, 1987 09 01 to 1987 12 28

Joanne Green, 1987 06 29 to 1987 09 04

Bonnie Mendel, 1987 08 21 to 1987 12 18

Monika Sebastian, 1987 09 09 to 1987 10 09

(j) That the request of Katherine Pelletier for a Maternal Leave of Absence, effective 1987 09 01 to 1987 12 28, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons, until 1988 08 31.

(k) That the request of Pamela Kovacek for an extension of her Parental Leave of Absence, effective 1987 09 01 to 1988 08 31, be granted.

(1) That the effective dates of Ann Cucuz Maternal Leave of Absence, approved at the June Meeting, be changed to 1987 09 14 to 1987 12 31.

(m) That the request of Karen Searles for a Personal Leave of Absence, effective 1987 09 01 to 1988 08 31, be granted.

(n) That the request of Margaret Ainsworth for an extension of her Long Term Disability Leave of Absence, effective 1987 09 01, be granted.

(o) That the resignation of Jennifer Calderwood, effective 1987 08 31, be accepted with regret.

(p) That the resignations of the following teachers, effective 1987 08 31, be acceped with regret:

Janice Hayashi

Larysa Little

(q) That the resignation of Frederick Oliphant, who is retiring on superannuation effective 1987 10 31, be acceped with regret and that he be considered for gratuity in accordance with the Board's plan.

(r) That the following teachers be transferred from the Elementary Panel to the Secondary Panel (reciprocal transfers), effective 1987 09 01 to 1988 08 31:

Joanne Beard

Lee Emery

Lane Hazelwood

Gary Krupa

Frank Laberto

(s) That the following teachers be transferred from the Secondary Panel to the Elementary Panel (reciprocal transfers), effective 1987 09 01 to 1988 08 31:

Beverley Auty

Dorothy Borsi

Frank Cooke

Elizabeth Eickmeier

Glen Stewart

(t) That the rerquest of the Terry Fox Centre for the services of Robert Frame for a two week period in November (1987 11 14-28), be granted.

(u) That the following trip request be approved:

(i) Lawfield, Grade 8, Quebec City, Quebec, 1987 11 25-28 (Wednesday to Saturday)

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Roger Snowling for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") for the first semester of the 1989-1990 school leave, effective 1989 09 01 to 1990 01 31, subject to the negotiated Secondary School Collective Agreement.

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 05 05

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Confirmation of the minutes of the last regular and special meeting of 1987 03 23.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re: Policy on Fund Raising (from April E.M.C. - 1987 03 31) **pages 1&2.**
2. Report from the Officials re: Proposed Gym Addition - R. A. Riddell **pages 3-12.**

NEW BUSINESS:

1. Recommendations of the Director of Education **page 13.**
2. Hamilton Commonwealth Games Bid - 1994.
3. Report of the Affirmative Action Committee **page 14.**
4. Report of the Special Education Advisory Committee **page 15.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Transfer of Developmentally Delayed Students from Thornbrae School to Huntington Park School (from April E.M.C. - 1987 03 31) **pages 16&17.**
2. Report from the Officials re: Hill Park Play School **pages 18-25.**

NEW BUSINESS:

1. Recommendations of the Director of Education **pages 26-29.**
2. Presentation from Review & Analysis Committee - Fairview School
   Timed Agenda Item - 19:30 hours.
3. Request of McMaster University - Study of Low Birth Weight Babies **pages 30-42.**
4. Report of the Special Education Advisory Committee **page 43.**

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 04 28.

To the Chairman and Members,
Education Management Committee,
Board of Education.
Hamilton, Ontario.

Ladies and Gentlemen:

RE: FUNDRAISING IN OUR SCHOOLS

Background

If we accept a broad definition for fundraising to include funds collected for in-school projects and for community charities then, in fact, all our schools carry out such activities each year.

For many years officials and school administrators have recognized the strong positive aspects of fundraising for charities in which students learn to contribute to their community and those less fortunate than themselves. In addition to these, is the recognition, as well, of the growth in self-reliance, ownership and appreciation that is experienced by students in contributing to various types of school projects.

Fundraising has become an integral part of school activities and without it many co-curricular and extra-curricular programs that we, and the community, have grown to expect in our schools would be seriously curtailed.

In the Spring of 1986, the OPSTF conducted a survey associated with fundraising in elementary schools in the Province. From this survey the following facts were obtained --

- Of the 1663 schools responding, 96% reported participation in fundraising activities.
- The total net amount raised by those schools in one year was $5.9 million.
- The average amount raised per school was $3,550.
- Thirty percent of the schools raised more than $5,000.

Use of Funds

	No. of Schools	% of Schools
1. Field trips	1,251	75.2
2. Awards	824	49.6
3. Graduation	784	47.1
4. Computer hardware	757	45.5
5. Computer software	681	41.0
6. Team uniforms	619	37.2
7. Student social activities	595	35.8
8. Cultural activities	549	33.0
9. Playground installation	433	26.0
10. Library books	426	25.6

.....2

	No. of Schools	% of Schools
11. Physical education equipment	419	25.2
12. Sports equipment	388	23.3
13. School beautification	285	17.1
14. Social responsibilities	236	14.2
15. Adult volunteer support	166	10.1
16. Audiovisual equipment	86	5.2
17. Pupil volunteer support	77	4.7
18. Textbooks	67	4.0
19. Musical instruments	36	2.2

A similar use of funds exists in our Hamilton schools.

Recommendation

That the Hamilton Board of Education adopt a policy which allows fundraising activities to be carried out in our schools in accordance with Ministry of Education regulations and the Board's Operating Procedures.

If the Board adopts this recommendation Operating Procedures would be developed by the officials in consultation with school administrators to incorporate the following principles:

1. The process of fundraising activities should have an educational value for students which will not unduly disrupt the normal instructional program.
2. Control of and responsibility for the fundraising process remains within the school.
3. Fundraising is planned and conducted with primary concern for the health and safety of students.
4. Fundraising is limited to solicitations, services or products that are worthwhile and acceptable.
5. Oversolicitation is avoided by co-ordinating activities with others to establish the targeted market, geographical extent, timing and duration of each event.
6. Participation in fundraising activities is strictly voluntary and without pressure.
7. Lotteries may not be permitted.
8. Each school is limited to two major events annually.
9. Door-to-door sales are banned for primary, junior and intermediate students.

Prepared by: K. A. Rielly
Submitted by: A. J. Krever

Education Centre
100 Main Street West
Hamilton, Ontario
1987 04 22

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Proposed Gymnasium Addition
at R. A. Riddell

At the January 8, 1987 presentation of the Accommodation Report, a discussion of this topic was held. No decision was reached pending the provision of further information being provided. This report is intended to provide a rationale, with supportive material, for proceeding with the addition.

1. Present Situation

R. A. Riddell is a JK-8 school, situated in the south-west section of the mountain. It has an operational capacity of 553; it's present enrolment is 722. The forecast for the coming school year, September 1987, is 735.

At present Riddell has the third lowest percentage of time allotment for physical education among middle schools. The Physical Education department at the Education Centre recommends at least three activity periods per five day week. With the overcrowded gymnasium facilities at Riddell students receive three or four periods every eight days. Conducting a continuous skill development program with this reduced class time is most difficult.

R. A. Riddell has eleven portables, two of which are joined together to create a field house. This facility has no change rooms or washrooms. In periods of bad weather, heavy rain and snow, program frequency may be further limited.

The present permanent gymnasium is 45' x 70'. It too has less than adequate change room and storage space. Because of the large enrolment (722) in a school with a gymnasium built for 550-560, some classes have to be doubled-up in order to get them even the reduced gym time. This means that 60-70 students are in the gym with two teachers. At such times there is not sufficient equipment available for the necessary set-ups and safety becomes more a concern as well.

A school curriculum has an integral part of its offering school assemblies, drama presentations, choir and band recitals and other theatrical productions. This fine arts aspect of school life is most important, yet there is no auditorium nor large room for such activities. Hence, assemblies, etc., are an interruption of regularly scheduled gym classes.

To help alleviate the scheduling problem, any big plays and productions are considered for scheduling at one of the local secondary schools. This too creates problems for it means a greater time loss, an added cost factor, plus transportation difficulties (sets, etc.)

In conclusion, the principal, when asked about the scale of use for non-athletic events scheduled in the gym, pointed out..."we assemble more than 400 primary/junior pupils or 325 middle school students for such presentations. We have the police, fire department, S.P.C.A., Carousel Players, etc., in to enrich our curriculum.

Space is at a premium. Our present gym facilities are taxed completely; they are in use from 0800 to 1700 hours, including the noon hour with extra-curricular activities being on shifts. Let me stress again that daily times for classroom instruction are completely booked so the inclusion of any drama, musical theatrical presentations, etc., deprive students of their physical education program."

2. The Proposal

Mr. Singer, after discussion with people at R. A. Riddell, the Supervisor of Physical and Health Education, and the Area Superintendent, has developed two plans. These are (1) for the addition of a new gymnasium, 70' x 45' in size, at a cost of $474,000 and (2) for a new gymnasium plus a stage, 90' x 56', at a cost of $710,000.

Please refer to Mr. Singer's detailed proposal for each. In addition, note the provision of a table which shows the relationship of R. A. Riddell to other Hamilton middle schools with respect to an auditorium facility. Mr. Singer has also included plan views of Plan 1, Plan 2 and a site plan showing the location of portables at R. A. Riddell.

3. Other Considerations

In preparing for this report, comments were invited from the Physical Education Department as well as from the principal of R. A. Riddell. Some of the comments are of interest and are included for your perusal in the following appendices.

Appendix "A" and "B".

RECOMMENDATION

1. **That an additional gymnasium be added to R. A. Riddell School for September, 1988.**

2. **That the cost of this facility not exceed $_____.**

Prepared by: J. Forrester, J. Singer

Submitted by: A. J. Krever

Approved by: Senior Management

R. A. RIDDELL SCHOOL - PROPOSED GYMNASIUM ADDITION

CCSTS

PLAN 1 - Gymnasium (70' x 45')

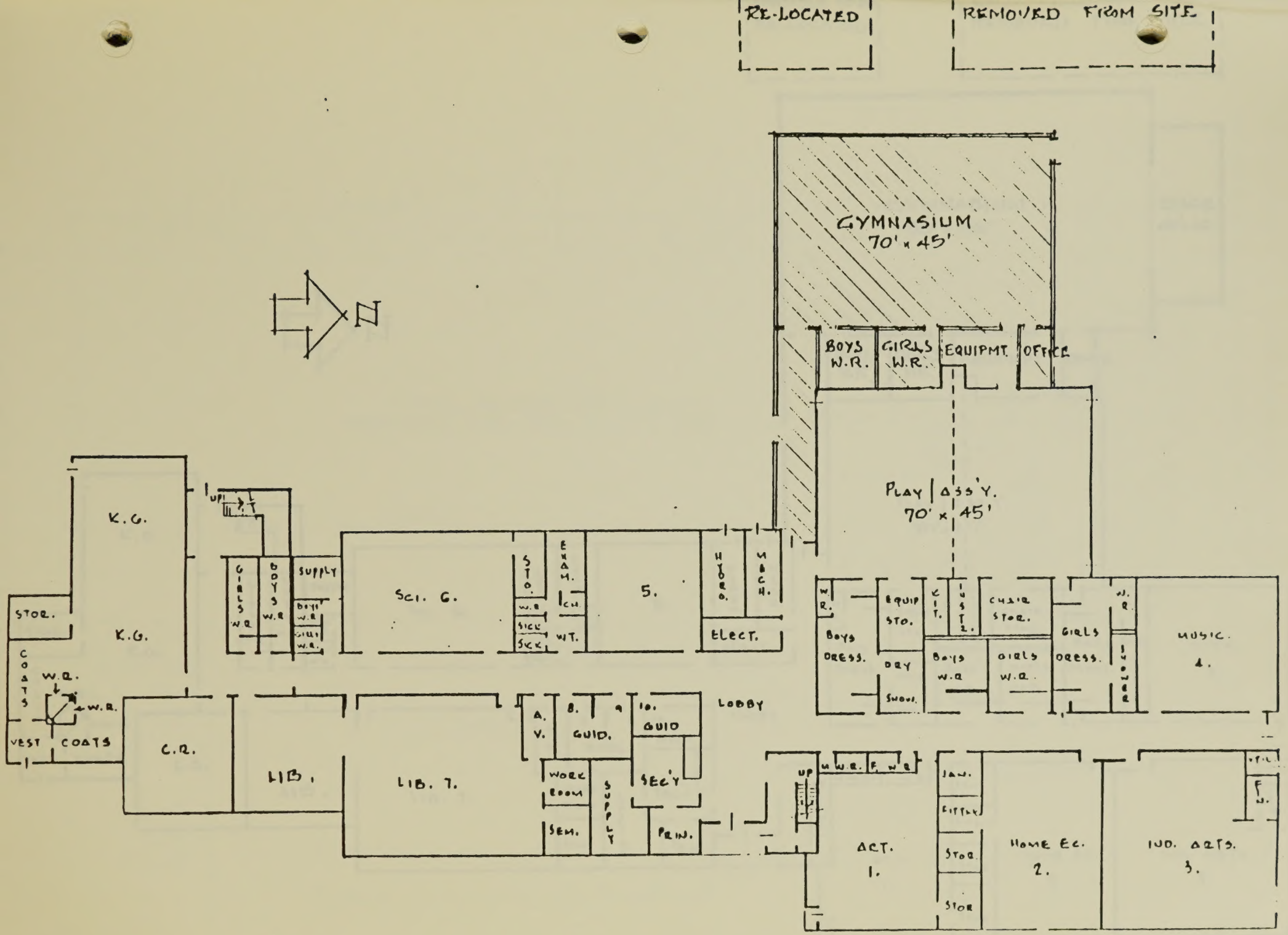
Building addition 4,950 sq.ft. @ $80.00	$396,000
Architectural and engineering fees	28,000
Equipment	10,000
Permits, sitework and contingencies	30,000
Re-location of portables	10,000
	$474,000

PLAN 2 - Gymnasium (90' x 56') & Stage

Building addition 7,800 sq.ft. @ $80.00	$624,000
Architectural and engineering fees	33,000
Equipment	10,000
Permits, sitework and contingencies	33,000
Re-location of portables	10,000
	$710,000

ELEMENTARY SCHOOL	GYMNASIUM	AUDITORIUM (Play-Assembly with Stage
Bennetto	80' x 50'	68' diam.(circular)
Dalewood	90' x 70	62' x 45'
G. L. Armstrong	70' x 45'	50' x 40'
Lake Avenue	70' x 45'	51' x 39'
Memorial	60' x 40'	101' x 76'
Viscount Montgomery	70' x 50'	70' x 50'
W. H. Ballard	64' x 49'	81' x 70'
R. A. Riddell	70' x 45'	Scheme 1-70' x 45' (no stage) Scheme 2-90' x 56' (with stage

1987 04 16.

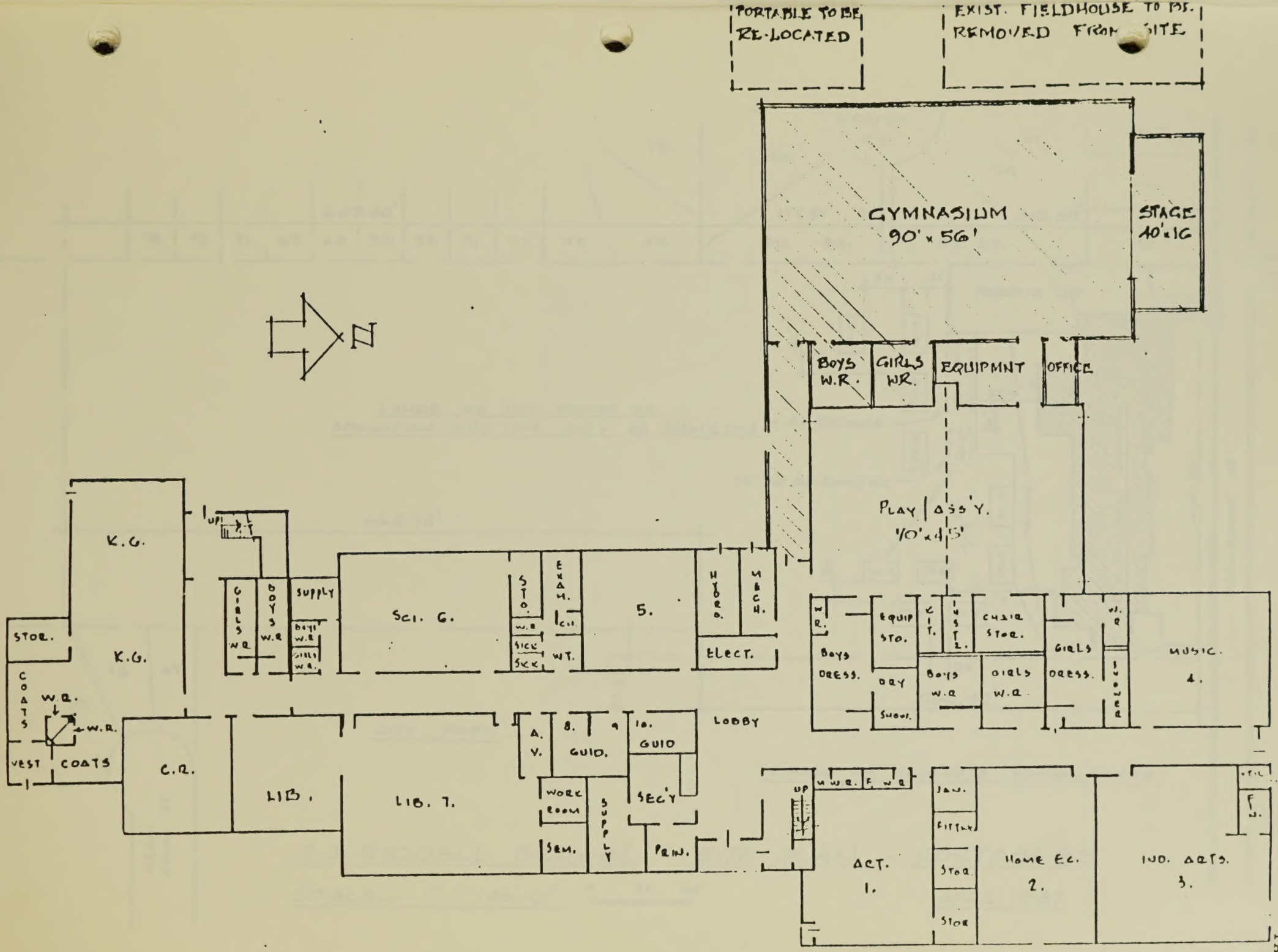


R. A. RIDDELL SCHOOL

SCALE: 0 10 20 30 40 50

PLAN 1



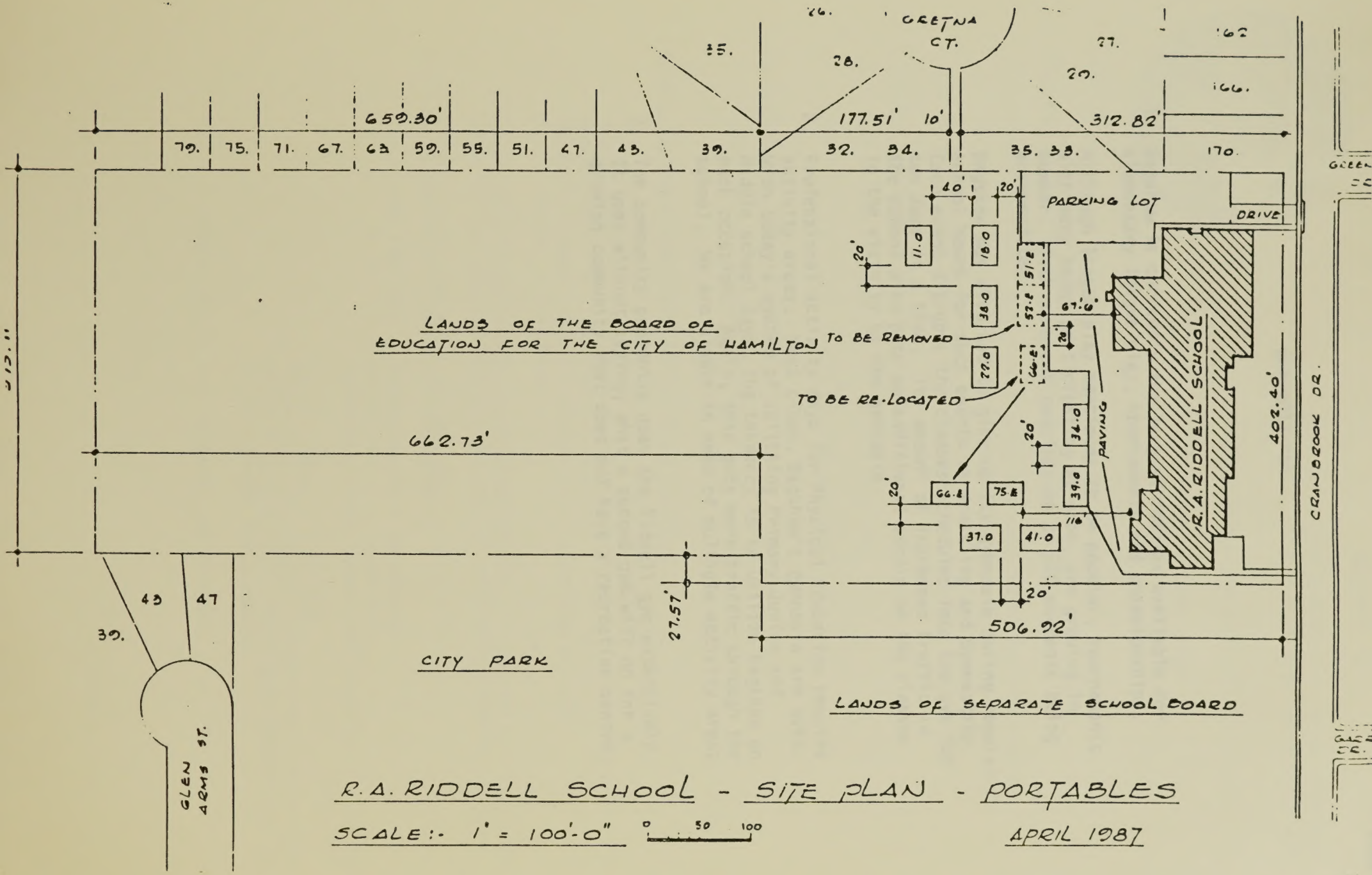


R. A. RIDDELL SCHOOL

0 10 20 30 40 50

PLAN 2

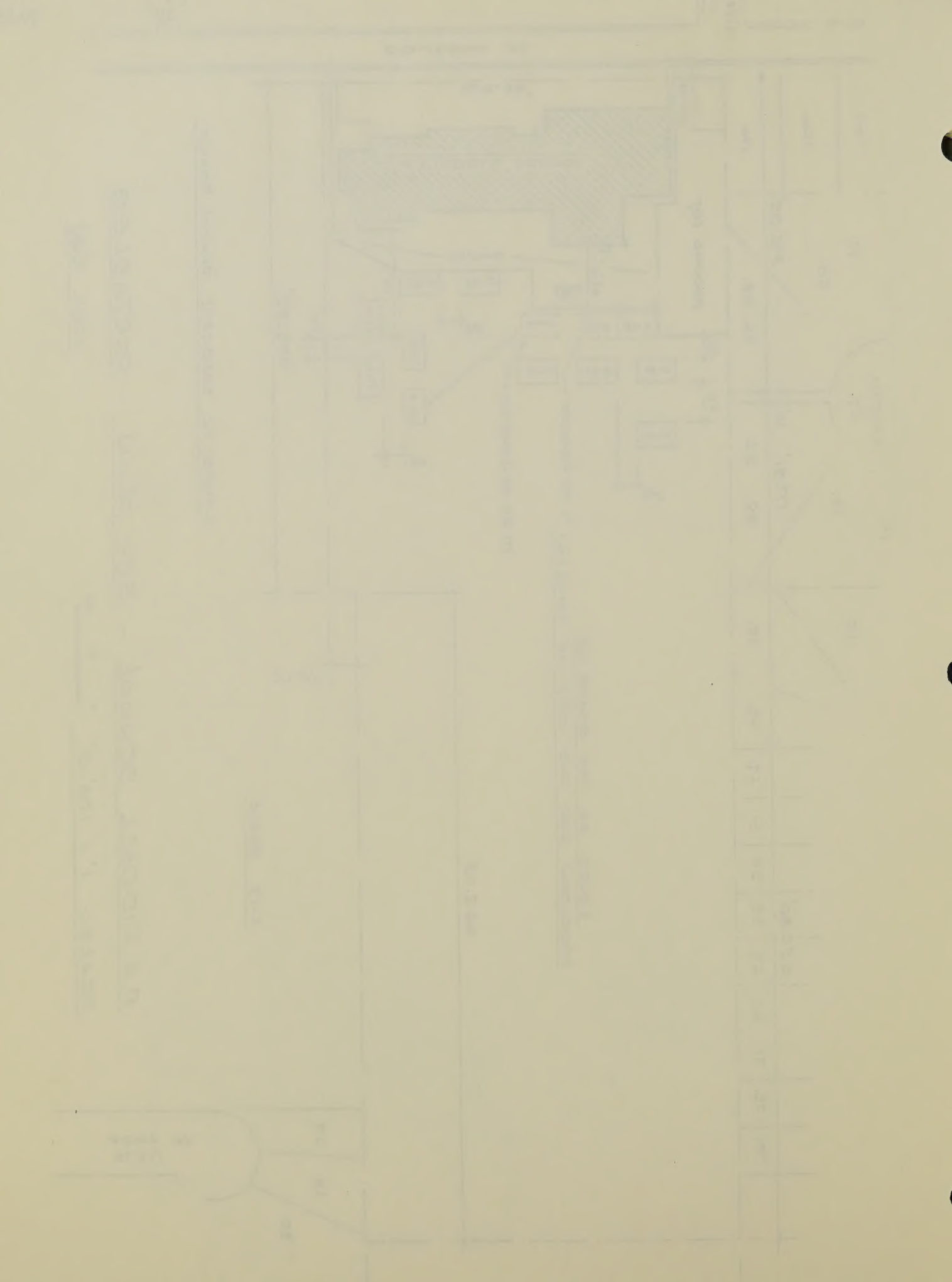




R.A. RIDDELL SCHOOL - SITE PLAN - PORTABLES

SCALE:- 1" = 100'-0" 0 50 100

APRIL 1987



APPENDIX "A"

1. Bagshaw is currently the largest complex available for elementary league play, tournaments and championships.

   Although league play continues to be popular, tournaments with many teams participating at once, are growing in number. Such an event requires up to 120 students being accommodated.

   Bagshaw has also had to give up its gymnasia during regular school hours for such events as Wrestling and Gymnastics. Each event disrupts the classes scheduled into the gym for two days at a time. The amount of increased traffic in the school also puts an additional strain on the classes in the vicinity of the gymnasia.

2. Professional activity days for Physical Education require activity areas. Most often, Bagshaw's gymnasia are used. With today's system of splitting Primary-Junior and Middle school days, the tendency is to utilize Bagshaw on each occasion. Again, this puts more traffic through the school. We are always in need of multiple activity areas.

3. The community presently uses the Riddell gym extensively. It goes without saying, what a second gym will do for a growing community that does not have a recreation centre.

APPENDIX "B"

R. A. RIDDELL SCHOOL

200 CRANBROOK DRIVE, HAMILTON, ONTARIO L9C 4S9

387-3350

1987 03 06

Physical Education Curricular Requirements

* Primary/Junior - optimum is daily physical education (structuring on a practical base would be 4 periods per week)

* Middle School - O.S.I.S. 3, 40 minute periods per 5-day cycle

Proposed Facility - Two Gymnasiums

Gym A (new facility) - 40 periods per week

Gym B - 40 periods per week

R. A. Riddell School Enrolment

1986-87 - 27 classes - Primary/Junior - 15 classes
- Middle School - 11 classes + 1 G.L.D. class

School Physical Education Program Requirements

Primary/Junior - 15 classes (4 x 15) = 60 periods
Middle School - 11 classes (1 singles [3 x 1] + 5 doubles [5 x 3] = 18 per.
Assemblies = 2 periods per week
Speech and Drama (stage availability) = 4 periods per week
G.L.D. class = 2 periods

* Total school requirements would be 86 periods. This would be 6 periods short of full program needs even with the proposed gymnasium addition.

R. A. RIDDELL SCHOOL PROPOSAL FOR GYM USE

Gym A (new facility) - Middle School - 18 periods
- Assemblies - 2 periods
- Speech and Drama (stage availability) - 4 periods per week
- G.L.D. class - 2 periods
- Primary/Junior classes - 14 periods * (6 periods short of requirements which would necessitate to double classes for 1 period)

Gym B - Primary/Junior - 10 classes - 40 periods

cont'd.....

Extra-mural Gymnasium Use

Gym A

7:45 - 8:40 Monday - Friday - Boys' Intramurals

Monday 11:30 - 1:00
to - Middle School Intramurals
Friday 11:30 - 1:00

Monday - Thursday
4:00 - 6:00 - Boys' Junior and Senior School teams

Friday - Teachers' Volleyball

Gym B

Monday to Friday, 7:45 - 8:40 - Girls' Intramurals

Monday, 11:30 - 1:00 - Grade 1)
Tuesday, 11:30 - 1:00 - Grade 2)
Wednesday, 11:30 - 1:00- Grade 3) Primary/Junior Intramurals
Thursday, 11:30 - 1:00 - Grade 4)
Friday, 11:30 - 1:00 - Grade 5)

Monday to Friday, 4:00 - 6:00 - Girls' Activity Groups
- Girls' Junior and Senior School Teams

M. A. Pipe, Principal.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1987 05 05

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendation for your approval:

Superintendent of Operations

(a) That the following Supervisors of Curriculum and Instruction be returned from Leave of Absence, effective 1987 09 01:

Judith Binns (Family Studies)

Richard Binns (Science)

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

REPORT OF THE

AFFIRMATIVE ACTION COMMITTEE

Present: Miss M. Cunningham (Chairman), Trustees Kennedy, Webb and Van Horne.

Also Present: Trustees Clarke, McMurrich and Mulholland; Ms. D. Morris, Non-Union Clerical Representative; Ms. A. Cook-Petz, O.S.S.T.F. Status of Women Representative; Ms. L. Tindale, The Women Teachers' Association Representative; Ms. P. Gillie, Ontario Public School Teachers' Federation; Mr. L. Evans, Hamilton Principals' Association.

Officials Present: Mr. A. J. Krever (Director of Education and Secretary), Mr. K. A. Rielly (Superintendent of Operations), Mr. D. B. Sinclair (Manager, Personnel & Employee Relations), Mrs. L. Slade (Personnel Assistant), Ms. L. Sproule-Jones (Affirmative Action Co-ordinator), Mr. N. Nunes (Consultant, Special Education).

The Committee recommends:

That a grant application to the Ministry of Education, Summer Experience '87 programme for a student position in relation to the Affirmative Action programme be approved at no cost to the Board.

Respectfully submitted,

M. CUNNINGHAM,
Chairman.

Committee Room,
1987 04 23

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustees Baskin, Desmarais, Ruddle and Van Horne;
Mesdames Allice, Dalziel and Masters, Drs. Brennan and Jacobs and Mr. Collver.

Also Present: Trustee Mulholland; Mr. D. Hutton (O.S.S.T.F.), Ms. M. Schneider (H.T.F.), Mr. P. Babcock (H.P.A.)

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. D. Kelterborn (Administrative Officer, Business Services)
Mr. G. Rutledge (Budget Supervisor)
Mr. B. Adams (Supervisor of Special Education)
Mr. D. Simpson (Special Education Consultant)
Mrs. T. Fulton (Administrative Assistant to the Director of Education)

The Committee recommends:

GENERAL

(a) That the Special Education Advisory Committee express its concern to the Ministry of Education and W. Ross Macdonald School that textbooks should be made available on cassette tapes, in addition to reel-to-reel, to give all special education children the opportunity to use them.

Respectfully submitted,

Mrs. Judith Bishop,

Chairman.

Conference Room,
1987 04 28.

100 Main Street West
Hamilton, Ontario
1987 05 05

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Relocation of THORNBRAE DEVELOPMENTAL PROGRAM to HUNTINGTON PARK SCHOOL

In response to the issues raised in the brief presented to this Committee on 1987 03 30 by concerned parents, the following information is submitted.

ACCOMMODATION

Thornbrae school's capacity, according to the Accommodation Report, is 210 students. Currently, there are 267 students enrolled with a September, 1987 projection of 344. There are presently 19 special education students (11 developmentally handicapped and 8 specific learning disabled) enrolled in the school.

In seeking an alternative location for this special program, the Board looked seriously at all its facilities with the following identified needs being considered.

- a one floor plan
- access to all areas and facilities for students in wheelchairs
- multi-room space availability
- opportunities to integrate/interact with regular class students

The school setting that met the demands of this program was Huntington Park which has a capacity of 419 and a current enrolment of 228. While Huntington Park does contain other Special Education classes, a number of the pupils in these programs have proven to be positive student volunteers. Also, in order to address system-wide needs within the umbrella of Special Education, two of these classes are being considered for relocation.

INTEGRATION / INTERACTION

Administration recognizes the high degree of interaction and the positive program of social integration that currently exists at Thornbrae School. Retention of existing Thornbrae staff, introductory in-service sessions and consultation with school administration are measures proposed to ensure the continuance of this vital part of the program. Relative to this aspect of the relocation, Dr. Pryor, Supervisor of Psychological Services, has met with the Associate Superintendent of Curriculum and Special Services and a representative from the Special Education Department to discuss strategies to assist the Thornbrae students in successfully integrating into their new location.

OTHER ACTION TO DATE

On 1987 03 02, the staffs of the Thornbrae and Huntington Park developmental programs met with a representative of the Special Education Department to discuss areas of concern and to develop a draft action plan to address same. Topics of discussion included renovations to existing facilities, effective expansion of same, shared use of common facilities, points of access and egress, timetabling, mechanics of the relocation, as well as the importance of the aforementioned integration/interaction component.

SUMMATION

In summary, it is necessary to relocate the Thornbrae program for the developmentally handicapped. That being the case, administration will make every effort to address related concerns from parents such as **integration**, **accommodation**, and on-going **communication.**

In order to promote an appropriate program for these students at Huntington Park, the Area Superintendent, Special Services personnel and school based staff will continually and carefully monitor the evolving implementation of the program. Input from parents will be sought during the transition period and throughout the forthcoming academic year.

RECOMMENDATION

That this report be received for purposes of information.

Prepared and submitted by: P. S. Beveridge
Associate Superintendent of Curriculum & Special Services

R. G. Adams
Supervisor of Special Education

E. H. Hipkiss
Consultant, Special Education

Approved by: A. J. Krever
Director of Education and Secretary

1987 05 05

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: PLAYSCHOOL EVALUATION AT HILL PARK S. S.

At its January, 1987 meeting, the board approved the following recommendation:

That pending sufficient enrolment, Hill Park Secondary be permitted to operate a Playschool on a pilot basis for the second semester of the 1986-87 academic year on a fee for service arrangement and that the program be evaluated in the spring of 1987 before any recommendation to continue is made.

Evaluation

After 3 months the following outcomes are evident:

The program has provided all that we had expected and more. The more direct the learning, the more valuable it is to the learner. At Hill Park, the students have greatly enjoyed the direct contact with the little children. The summary of the student comments forms Appendix A. The summary of parent comments forms Appendix B. Appendices C & D are the observations of principal and guidance head.

As can be seen, students feel that they have learned a great deal about children and that they have gained significantly in feelings of self worth. "I feel needed and wanted" at the playschool. Parents had many "glowing" comments to make about the program in terms of gains for the little children.

The pilot was expected to operate on a cost recovery basis. This has been achieved.

Proposal

It is proposed that the Hill Park playschool continue into the school year 1987-88, and that the program be extended to include both a morning and afternoon session. It is expected that the program will operate on a cost-recovery basis after initial start up costs.

Costs for September include renovations in the electronics lab, (the room has not been used recently and is very appropriate for a nursery setting) the construction of a play area outside the school, and acquisition of equipment.

The costs could be shared with the Ministry of Community of Social Services if the program were to be licensed. 80% of the start up costs could be available through grants for the setting up of a licensed program. The ministry would also assist with salary of the E.C.E. worker for one month before the program opens in September in order that all be ready. The ministry will also subsidize the program as if it were at full capacity for the first month.

Staff

Salaries (covered by parent fees and subsidies as appropriate) will be approximately $10.00 per hour (Educational Assistant scale) for two people, plus benefits.

Person A - E.C.E. Graduate hours 8:00 a.m. - 3:30 p.m.
Person B - E.C.E. background hours 9:00 a.m. - 3:30 p.m.

Co-op students and Family studies, parenting students as program assistants, the Family Studies Department Head. Mrs. Fran Warden would be the on site supervisor of program.

Fees will be $5.00 per half day. Fee subsidies could be applied if the program is licensed.

Summary of Financial Implications

	1987
Revenue	
Parent Fees	$14,280
Expenditures	
Salaries and Benefits	10,000
Supplies	1,540
Equipment	4,700
Renovations and Outside Play Area	9,000
	$25,240
Start Up Grant from Ministry of Community and Social Services	10,960
	$14,280

Recommendation

THAT, PENDING SUFFICIENT ENROLMENT, AND THE ACQUISITION OF GRANTS FROM THE MINISTRY OF COMMUNITY AND SOCIAL SERVICES, THE HILL PARK PLAYSCHOOL CONTINUE FOR THE 1987-88 ACADEMIC YEAR AND THAT THE PROGRAMME EXTENDED TO INCLUDE BOTH A MORNING AND AN AFTERNOON SESSION.

Prepared by: B. Jazvac, Supervisor of Family Studies
E. Hodgins, Administrative Assistant to the Business Administrator

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

APPENDIX A

PLAY SCHOOL EVALUATION - HILL PARK STUDENTS

1. FROM WORKING WITH CHILDREN WHAT HAVE YOU LEARNED ABOUT YOURSELF?

- I am able to get along with children younger (much) than myself and able to take charge.
- That you have to be patient and not get angry too fast. Also that you can get attached quickly to one or more of the children.
- I am more understanding where children are concerned -- I enjoy being a part of so many "little people's" lives.
- That we are a very important part of their learning and play activities.
- I have learned that I can associate with children who are learning and growing. I have also learned, however, that I can be very impatient with a child who doesn't do as he/she is told.

2. WHAT HAVE YOU LEARNED ABOUT YOUNG CHILDREN?

- Children are demanding and need attention. They also need to be supervised for safe conditions of play.
- I have learned that all children need attention and they like doing new things.
- They need a safe and caring environment, they need someone to comfort them when they have a problem (it's a big help to them).
- They are very eager to learn and try new things.
- Young children have many needs and wants. They often need someone to talk to and share experiences with.

3. WHAT CAN YOU LEARN ABOUT CHILDREN THROUGH OBSERVATION OF THEM IN PLAY SITUATIONS?

- You can learn about their imagination, their abilities or disabilities, their temperment and their capabilities.
- How they behave around children their own age or older or younger.
- You can observe if they like to play in a group or by themselves or what do they especially like to do and how fast they learn.
- Their personality often reflects on their actions during play.
- They try to immitate people through play.
- Children often play individually or with one another. They can enjoy themselves either way. Many children are very imaginative.

4. HOW HAS YOU EXPERIENCE IN THE PLAYSCHOOL ADDED POSITIVELY TO YOUR FEELINGS ABOUT YOURSELF?

- I feel good myself when the kids thank me or want me to play with them. I feel wanted and needed.
- I have more self confidence because I was able to help several children accomplish tasks they needed help with.
- Greatly, because after you've been with a few children, your moods affect their's and vice-versa. It's great being with them and seeing them learn.
- I know that I am now more capable of handling children in a great manner, through this experience.
- That the little people look up to us for guidance and assistance.
- I feel really good when I leave the playschool. It is just such a happy atmosphere. When a child makes a picture for you it makes you feel very good about yourself.
- I feel good about myself when I have helped or comforted a child.

5. WHAT SURPRISED YOU MOST ABOUT WORKING WITH YOUNG CHILDREN?

- Working with children is very difficult because no matter what kind of mood you are in or how you are feeling, you have to be pleasant, helpful and cheerful.
- Not all children are the same. They all act differently and learn at different rates.
- That children have feelings too and a lot of children need a lot of attention.
- The attention needed is enormous! But really it all pays off, in the end.
- The effort it takes to supervise these children is what surprised me. I didn't think that children could be so tough to take care of.

6. WHAT ADVICE WOULD YOU OFFER PARENTS BASED ON YOUR EXPERIENCES WITH THE PRESCHOOL?

- I think that preschools are important in the growth of children. They are in a controlled area with others their age.
- Children are supervised well and have snacks daily. They also learn new things everyday.
- I feel this is a good experience for children not only to meet other children, but to do different things and learn new stuff. The children are being watched and supervised all the time.
- That it is very fun, exciting; that they learn new and exciting activities everyday.
- Activities tried by the children should be a little challenging, but safe.
- That children need to be with other children their own age.

COMMENTS

- All in all, I feel it is a great experience to be able to work in the preschool.
- I hope they allow us to have this next year and many years after. Students as well as children learn a fair amount from this course the whole while they're there.
- Working in the playschool can be a lot of fun. It is a good learning experience and helps to develop a student's skill for things such as babysitting or future settings (family developing).

APPENDIX B

PLAY SCHOOL EVALUATION - PARENTS

	Total Responses		
	Yes	No	
1. Do you find the length of the program day fits your family's needs?	19		
2. Do you feel your child is benefitting from the playschool?	19		
3. Do you feel that the fee is appropriate?	18	1	
4. If the playschool were in the afternoon, would you still send your child?	12	4	? 3
5. Do you feel the contribution of the adolescent students is:			
a) good for the program	18		
b) good for the children	19		
c) good for the adolescents	18		
6. Have you found staff and students pleasant and caring when dealing with you and your child?	19		
7. Do you feel the playschool should continue next year?	19		

COMMENTS

- I would like to see this high school continuing this playschool. It is advantageous for parents/mothers to continue or upgrade education. I'd like it noted that Delta has an excellent playschool, with the high school offering adult education. I feel the mountain should also offer the same. Hill Park's play school is a step in the right direction.

- Very positive program. My son, $3\frac{1}{2}$, has grown considerably in many different ways. The teacher is so very positive and there are many different mediums of play. The students offer new and maybe different ideas as opposed to an established day care. I'm impressed with the program and certainly hope it continues for others to benefit from. Keep up the great ideas!!

- I feel the programme is excellent in comparison to another nursery school. Especially in allowing the children to bring toys for show and tell which makes them feel more like coming and more comfortable with school. The relaxed atmosphere on arrival and allowing the child to let the parent stay a few minutes is another very nice aspect.

- I think it's an excellent program and very good for the students to be exposed to young children. They must learn a lot from this experience. I am sure without this program, lots of teenagers would not learn how to deal with youngsters so well. Also hours are excellent -- as a working Mom, 8:45 drop off and 11:30 pick up makes the difference to me that I can have my daughter in nursery school. Thank you.

- Morning preschool more convenient for Moms with children in Junior Kindergarten or in Kindergarten for walking purposes.

- The girls are very loving and patient with the children and go out of their way to do extras for the class. We notice and are most appreciative. My husband and I are most overwhelmingly pleased with the care of our son. He was showing excellent signs of improved discipline within two weeks of starting your program. We feel our child's speech is developing more rapidly now and his is gaining great rewards from the social aspect (friends, sharing, cooperating) of attending school. As a full time mother and housewife (choosing not to work outside our home) I find it hard to cope with the costs of today's daycare programs and I want to thank you so much for all the dedication that you have put into this program for the mothers of our community. Thank you again.

- My son loves to come to playschool and is sorry to see the weekend come.

- This playschool is a wonderful idea for the children and would be great if it continues.

- At first I wasn't too sure about having my child involved in a high school situation. It has turned out to be an excellent program and all the people involved.

- Very good, superb.

- I feel the program is very helpful in teaching the children to take instruction from other adults and to relate with being with other children.

- The teacher is superb!

- If the program was to be extended to a full day, I would still be interested in my child attending. We are finding that she is enjoying playschool immensely.

Hill Park Secondary School

465 East 16th Street — Hamilton, Ontario — L9A 4K6
Telephone (416) 385-3257

April 15, 1987.

To: Beth Jazvac
Supervisor of Family Studies

From: L. Swan
Principal, Hill Park

Re: Play-School at Hill Park

In the short time the play school has been functioning at Hill Park a number of positive results have occurred:

- Hill Park continues to establish itself as a community oriented school. The play-school along with the trainable retarded class and the adult classes indicates a community-wide involvement by the school.

- The play school provides an opportunity for parents with pre-school age children to return to school to upgrade their education.

- The parents who drop their children off on a daily basis do not consider Hill Park a formidable institution but rather one in which they and their children are welcome and comfortable.

- The Family Studies students in the Parenting class have a practical course in which to work. They are able to follow through practical example the lessons taught in the Family Studies classroom.

- The Family Studies program is expanding in number of students and classes for September of 1987. This growth is partially due to the location of the Play-School at Hill Park and the positive profile it has established with Hill Park students.

As the principal at Hill Park I would strongly request that this program be continued and extended as the need and opportunity evolve.

Hill Park Play School

At its beginning in the second semester, the play school created a great deal of interest among the students at Hill Park. Many of the students who are planning to enter the Early Childhood Education or Social Services courses at Mohawk College have registered for the Parenting course expecting to spend a great deal of time in this real-life situation. Students who are planning to attend university for Health Sciences, Education and Psychology careers have also opted to take this course.

Over the past four years, we have made extensive use of community nursery schools in our Co-Operative Education Program. To be part of this program, a student must leave the school for one-half day for an entire semester. In some cases this has not been possible, and the student has had to choose an alternate program. With the play school being "in house", students will now have the option of taking the Parenting course for one credit along with Co-Operative Education for one or two credits in the next semester. The play school program thus would serve the needs of a large number of students in the Senior Division of our school.

Hill Park is a very unique school. We offer the regular program of a composite secondary school, credit courses in woodworking for retirees, and physical education and art courses in Peer Helper in conjunction with our trainable retarded students. The play school completed the whole spectrum of education. I cannot think of any other single program that has shown young children what a fine place we have at Hill Park Secondary. It has been particularly pleasant to see the parents leave their children in our care and to watch the growth in the youngsters. Certainly the parents must also share their children's enthusiasm for this program which is of so much benefit to all of the people involved-the children, our students, and the young parents of our community.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 04 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Charles Waterman be appointed to the position of Acting Vice-Principal of an Elementary School, effective 1987 09 01, with salary according to schedule.

(b) That the following teachers be appointed to the position of Acting Head of Department (Boys' Physical and Health Education), effective 1987 09 01, with salaries according to schedule:

Russell Evans

Brian MacLean

(c) That Sheila MacLeod be appointed to the position of Acting Teacher-Librarian in a Composite Secondary School, effective 1987 09 01, with salary according to schedule.

(d) That Robert Kelley be transferred from the position of Acting Consultant of Computer Studies to the position of Assistant Head, Business Education (Confirmed), effective 1987 09 01, with salary according to schedule.

(e) That Gladys V. Elian be appointed to the Probationary Staff, effective 1987 06 01 (.5), with salary according to schedule.

(f) That the effective date of George Karambelas' appointment to the Probationary Staff, approved at the April Meeting, be changed to 1987 04 21.

(g) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Barbara Jarrett, 1987 03 23 to further notice

Gale A. Male, 1987 03 09 to further notice

Stuart Porter, 1987 03 12 to further notice

Sonia Rizzato, 1986 11 12 to 1987 01 30

Irene Vanderlubbe, 1987 05 04 to 1987 06 26

(h) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Helen Demczuk, 1987 05 18

Ann MacDonald, 1987 05 04

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Susan Mummery-Bacon, 1987 09 01 to 1987 12 28

Linda Paradis, 1987 09 01 to 1987 12 28

(j) That the request of Christine Tartaglia for a Maternal Leave of Absence, effective 1987 05 11 to 1987 09 04, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1988 08 31.

(k) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Joanne Cunliffe, 1987 09 01 to 1988 08 31

Sharon Larlee, 1987 09 01 to 1988 08 31

Debra Maxwell, 1987 09 01 to 1987 12 31

Mary Stewart, 1987 09 01 to 1988 08 31

(l) That the request of Brian Burditt for a Leave of Absence without pay, effective 1987 05 29 to 1987 06 12, be granted.

(m) That the requests of the following teachers for extensions of their Leaves of Absence, effective 1987 09 01 to 1988 08 31, be granted:

Patricia Force

Patricia Green

Judy Lampman

Diane McKenzie

Angela Mouriopoulos

Debra Smith

David Wayne

(n) That the request of Kim McCulloch for an extension of his Leave of Absence, effective 1987 09 01 to 1988 08 31, in order to serve on the O.S.S.T.F. Provincial Executive, be granted.

(o) That the requests of the following teachers for Long Term Disability Leaves of Absence, effective as shown, be granted:

JoAnn Lloyd, 1987 04 02 (p.m.)

Adrienne McBride, 1987 04 14

(p) That the requests of the following teachers for extensions of their Long Term Disability Leaves of Absence, effective 1987 09 01 to 1988 08 31, be granted:

June Outram

Norval Redpath

(q) That the resignation of Mary Chantrell, Secondary School Principal, who is retiring on superannuation, effective 1987 06 30, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(r) That the resignations of the following teachers, who are retiring on superannuation, effective 1987 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Helen Andrews

Helen Dreier

Ada Joan Hall

Ralph Hewins

Walter Klayh

Marion Wright

(s) That the resignation of Margaret Bieman, who is retiring on superannuation, effective 1987 06 30, be accepted with regret.

(t) That the resignations of the following teachers, effective 1987 08 31, be acceped with regret:

Mary Anne Ewer

Marjory Ingrassia

Carole Leish

Brenda Southward

P. Joy Warner

(u) That the timetable of Constance Hall be increased from 3/6 to 4/6 (2/6 Sem. 2), effective 1987 04 13.

(v) We regret to announce the death of Lucille Laframboise, French Immersion Consultant, on 1987 04 12.

(w) That up to 200 students of Grades 12&13 from Hamilton Schools be permitted to attend a trip to Quebec City, Quebec, 1987 05 14-17 (Thursday to Sunday).

(x) That one teacher for every 15 students, plus the Languages Supervisor or designate, supervise the trip to Quebec City, Quebec, 1987 05 14-17, and that each receive $120.00 for their expenses.

(y) That the following trips be approved:

(i) Adelaide Hoodless, Grades 7&8, Outdoor Education, Camp Wanakita, 1987 05 23-26 (Saturday to Tuesday)

(ii) Hampton Heights, Grade 7, Sudbury, 1987 05 27-29 (Wednesday to Friday)

(iii) W. H. Ballard, Grade 8, Outdoor Education, Camp Wanakita, 1987 06 08-10 (Monday to Wednesday)

(iv) Barton, Politics 4G, Ottawa, 1987 05 27-30 (Wednesday to Saturday)

(v) Hill Park, Grades 10-13, London, England, 1988 03 26-04 03 (Saturday to Sunday)

(vi) Scott Park, Grades 10&11, Outdoor Education, Bark Lake Leadership Camp, 1987 05 13-15 (Wednesday to Friday)

(vii) Sir Winston Churchill, Grades 9&10, Outdoor Education, Bark Lake Leadership Camp, 1987 05 13-15 (Wednesday to Friday)

(viii) Westdale, Grades 9-13, Ottawa, 1987 05 14-16 (Thursday to Saturday)

100 Main Street West
Hamilton, Ontario
1987 05 05

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Request of McMaster University
Study of the Growth and Development of Children Who Were
Born Prematurely and Weighed Less Than Two Pounds or 1000 Grams

RESEARCH REQUEST

Since 1979, our Board has demonstrated interest in the growth and development of students who were identified as "low birth weight babies" by the Department of Pediatrics at McMaster Medical Centre.

Currently, the University has been funded by the Hospital for Sick Children Foundation for a period of three years to further compare the school performance of 162 low birth weight students born between 1977-1982 to residents of the McMaster Health Region with

- . their siblings
- . term controls
- . children examined by the Ontario Child Health Study

The study's hypothesis is that very low birth weight infants will have a disadvantage in various aspects of adaptation such as intelligence, school achievement, problem solving, self-esteem and relationships with peers and parents. The results of this study may well hold some further significant benefits to the field of education particularly in the area of preventative programming for students with learning problems.

What is being asked of the Board is that we assist the University in identifying 60 students for the control or comparison group who were full term babies (weighing more than $5\frac{1}{2}$ pounds), born in Canada during 1978. Mr. Jackson, Supervisor of Research Services, indicates that he can provide the necessary information to support this valuable project.

EVALUATION

Only with parental consent will the control group of students be involved in the evaluation process which will include:

The Child . assessment of the child's language, reading and mathematics abilities as well as physical co-ordination. In addition, growth measurements of height, weight and head circumference as well as vision and hearing screening will be completed.

The Parent . completion of a set of questionnaires concerning the child's health, behaviour and family background.

The Teacher . completion of the Ontario Child Health Study's Child Behaviour Checklist Teacher's Report Form.

It should be noted that all information obtained from the school will be considered confidential and will be used for research purposes only. The child, teacher or school will not be identified in the study.

For further edification we have attached:

- a brief description of the study
- a copy of a letter to the parents
- a copy of the letter to the principal
- a brief summary of instruments to be used for assessment at school age
- a copy of the Teacher's Report Form

SUMMARY

Administration believes that our Board should participate in this study, provided there are controls and the rights of parents and students are protected.

RECOMMENDATION

That the request of McMaster University, Department of Pediatrics, to include our students in a study on "very low birth weight babies" be granted provided that the involvement of students is voluntary and with parental consent.

Prepared and submitted by: Peter S. Beveridge
Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever
Director of Education

BRIEF DESCRIPTION OF STUDY

Although infants between 501-1000 gm BW comprise only 3-4/1000 of all live births in Canada, their contribution to neonatal mortality and morbidity is disproportionately high. In a recent population based study of infants 501 to 1000 gm BW, we have reported that 24% of survivors have some degree of neurosensory impairment at three years corrected age[7]. As the duration of follow-up in this and other studies is limited, it makes sense to enquire if children who are considered to be apparently normal in early infancy exhibit subtle learning and behavioural difficulties when they reach school age. The study we now propose is designed to compare the educational and behavioural achievements of 162 school-age VLBW infants 501 to 1000 gm BW born between 1977 to 1982 to residents of the McMaster Health Region with a) their siblings b) term controls, and c) children examined by the Ontario Child Health Study. Our study question is: do VLBW infants have a lower "Quality of Life" than matched controls? The assessment measures we propose to use will focus on both specific impairments and family dynamics. Our hypothesis is that VLBW infants will have a disadvantage in various aspects of adaptation such as intelligence, school achievements, problem solving ability, self-esteem and relationships with peers and parents. The results obtained by our study will provide the first epidemiological data of the total picture of a cohort of VLBW infants (less than 1000 gm BW) and controls followed to mid-childhood. This information will be of significant clinical relevence to physicians and parents, and will provide us with some direction for the allocation of health resources in the future.

WE NEED YOUR HELP

Dear Parents,

As Pediatricians at Chedoke-McMaster Hospitals, we are interested in the growth and development of children who were born prematurely and weighed less than 2 pounds or 1000 grams.

A Research Study is being conducted at McMaster Medical Centre to assess the school performance of these children who were born in the late 1970's, to early 1980's. Specifically, 1978-82 births to be seen at 5 and 7-8 years of age.
As part of this study, we also need to assess children who were full-term babies, to act as our comparison group.

Therefore, we have enlisted the help of your School Board which has allowed us to contact you through this letter. We hope that you will give serious consideration to your participation in this worthwhile project. The following information outlines what is involved in this study:

Who is Involved: The child: born in Canada during 1978 and weighing more than 5 1/2 pounds.

The parent: to give consent and to complete some questionnaires.

What is Done: With the child; The child is assessed for his or her language, reading and mathematical abilities as well as physical coordination. In addition, growth measurements of height, weight and head circumference as well as vision and hearing screening tests will be completed. These assessments will take approximately 4 hours. All testing is non-invasive, (that is, no needles, x-rays or blood work) and there are no risks for your child.

With the parent; The parent requires approximately 1 hour to complete a set of questionnaires concerning your child's health, behaviour and family background.

With the teacher; With your permission a questionnaire on your child's behaviour in school will be sent to the teacher for completion.

Where: The testing and completion of the questionnaires will be done at the Medical Centre of the Chedoke-McMaster Hospitals (McMaster Division). You will be reimbursed for parking fees and we will provide a lunch for your child.

When: The appointment will be set up at a time convenient for both you and your child. **Only one visit is required.**

Who Benefits: Both you and your child will benefit. Most children enjoy performing the tasks and answering the questions. We also provide you with feedback via a telephone call a few weeks after the assessment. The information collected in our study will be enormously helpful to physicians and parents who care for premature infants. Your contribution is immeasurable. All data collected on your child will be treated in the strictest confidence. No information will be shared with the school.

We hope that you will be able to assist us in our study. Please complete the attached form below and indicate your decision about being contacted by our project's nurse co-ordinator, Mrs. Ellie Deveau. Even if you cannot participate please return the form - it is the only way we can be sure that this letter was received by you.

Thank you for your consideration of this request.

Yours sincerely,

Dr. P. Rosenbaum Dr. S. Saigal

PLEASE CHECK ONE OF THE 2 BOXES BELOW.
THEN RETURN THIS FORM IN THE ENCLOSED ENVELOPE.

☐ Yes, I am interested in being contacted about the study.

CHILD'S NAME: _____
PARENT'S NAME: _____
PHONE NUMBER: (home) _____
(business) _____

_____ _____
Date Parent's Signature

☐ No, I do not wish to be contacted further about this study.

_____ _____
Date Parent's Signature

McMASTER UNIVERSITY
Department of Pediatrics
1200 Main Street West, Hamilton, Ontario, Canada L8N 3Z5
Telephone: 525-9140

TEACHER'S NAME: _____

SCHOOL NAME: _____

SCHOOL ADDRESS: _____

_____

_____

RE: _____ _____

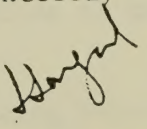
Dear

The parents of the above child have given us their permission for the enclosed questionnaire to be filled out by the classroom teacher. We would appreciate if you could complete the same at your earliest convenience and mail it in the enclosed, self-addressed envelope.

The inforamtion obtained from you will be considered confidential and will be used for research purposes only. The child, teacher, or school will not be identified by name. The study has been approved by the Ethics Committee at the McMaster University Medical Center.

We appreciate your cooperation in this matter. If you have any questions, please do not hesitate to contact me.

Yours sincerely



Saroj Saigal, M.D.
Professor
Department of Pediatrics

Telephone: 416-388-5102
416-521-2100 (page Dr. Saigal Page # 2732)

I _____ hereby consent for my child's teacher to
(name)
fill out the enclosed questionnaire. I am aware that the information will be used for research purposes and will be treated in the strictest confidence. The name of my child, teacher or school will not be identified in any way.

WITNESS:

_____
(Name: Please Print)

_____
(Signature)

_____
(Date)

PARENT OR GUARDIAN:

_____
(Name: Please Print)

_____
(Signature)

_____
(Date)

INSTRUMENTS TO BE USED FOR ASSESSMENT AT SCHOOL AGE:

1) Parent Interview: This is a structured parental interview that obtains basic demographic and other background information. It also inquires about functional limitations in the child's everyday life, health problems that the child may have experienced, and any concerns that the parent may have about the growth and development of their child.

2) Parent Questionnaire: This parent rating scale was used in the Ontario Child Health Study and is a comprehensive questionnaire about a child's behaviour, as well as the quantity and quality of peer relationships. A second self-administered questionnaire asks about various aspects of family life such as family functioning, parent/child relationships, and marital harmony.

3) Self-Esteem Questionnaire: This questionnaire can be filled out by children over 8 years of age while the mother is being interviewed. The scale is the Piers-Harris questionnaire that measures self-esteem. The questions will be read to children under 8 years of age.

4) Teacher Questionnaire; After obtaining parental consent, a questionnaire will be sent to the child's teacher. This questionnaire was also used in the Ontario Child Health Study and inquires about the child's school performance, interaction with peers, and behaviour in the school setting.

5) Cognitive Assessment: A very short battery of cognitive tests will be administered to each child. These included the Woodcock Test of Reading Mastery which assesses the child's skill at phonics, the Peabody Picture Vocabulary Test, which is a measure of receptive language, and finally, the Object Assembly and Block Design Subtests of the WISC-R, as measures of visual-perceptual functioning. (These tests are purely suggestions, but do seem to be appropriate for the age and characteristics of our population).

These instruments will allow us to have measures of the following variables:

1) Behaviour both at home and at school.

2) The quality and quantity of peer interaction.

3) Various factors thought to place children at risk for behaviour problems; family status, sibship size, receiving family benefits, domestic violence, marital harmony, family dysfunction, and parental deviance.

4) Various protective factors; these factors would protect children who are at risk from developing a behaviour problem. These include relationship with the child's teacher, relationship with his/her family, participation in non-school activities, and competence in non-school activities.

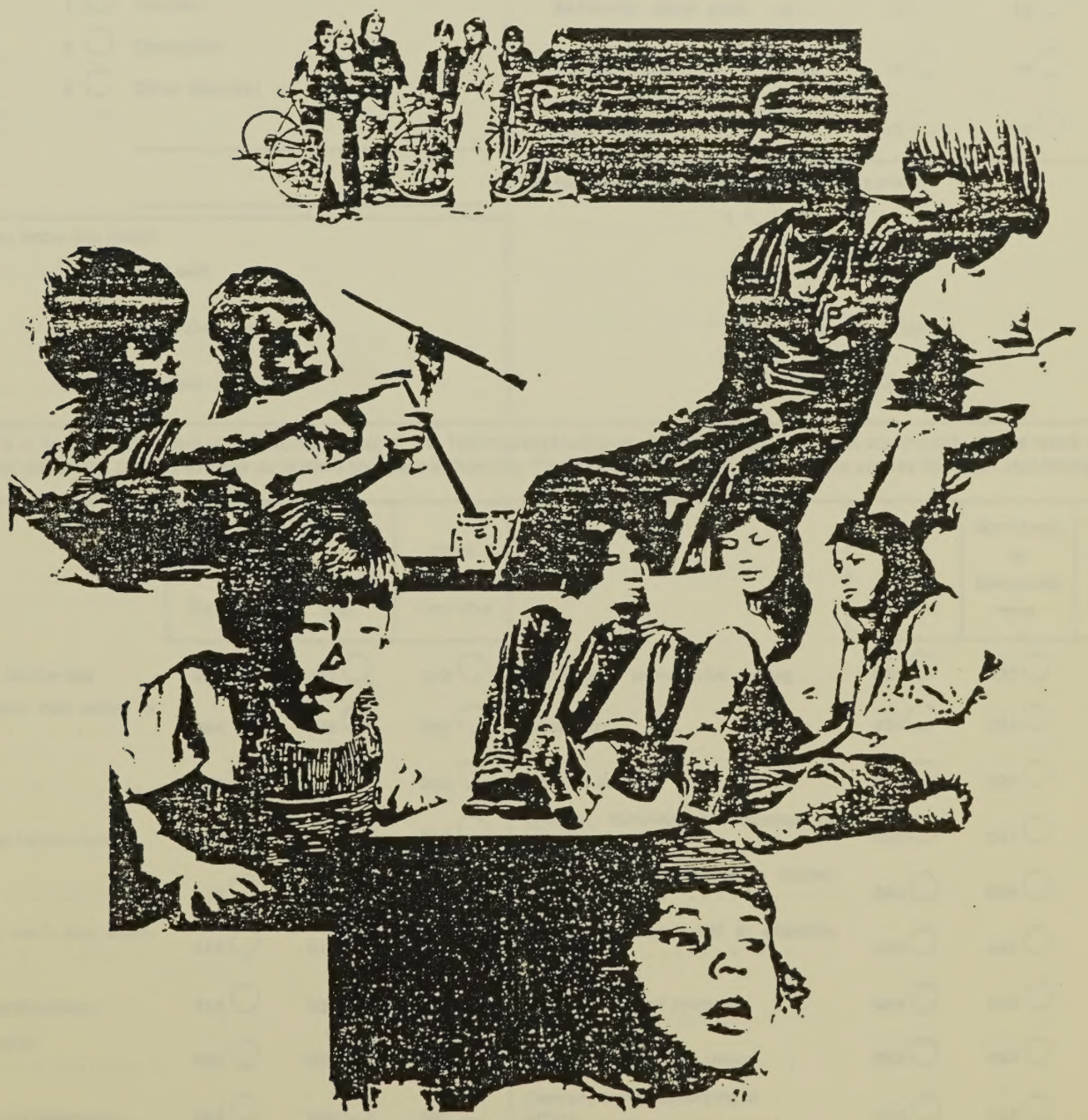
5) Self-Esteem.

6) Cognitive measures; these would include the cognitive tests outlined in paragraph (5) above, as well as the teacher's assessment of the child's performance in various school subjects.

CONFIDENTIAL
(when completed)

S - ED - EA - HH Num - C/L

Child Behaviour Checklist
Teacher's Report Form



8-5400-92.1:7-12-82 TB/CT — REG. B102551



PART A: Answer each item as completely as possible, even if you feel you lack complete information. Mark your answer in the appropriate cicle with a (x) or fill in the boxes provided. If you are unable to answer a question leave it blank.

01. Child's grade ☐☐

(If ungraded or special class, describe.)

_____

_____

_____

02. This form was completed by a . . .

1 ○ Teacher

2 ○ Counsellor

3 ○ Other (specify)

_____

_____

03. How well do you know this child?

1 ○ Very well

2 ○ Moderately well

3 ○ Not well

04. How would you describe this child's current school performance in the following categories?

	Reading English	Spelling	Arithmetic or Math	Overall
Far below grade	01 ○	02 ○	03 ○	04 ○
Somewhat below grade	05 ○	06 ○	07 ○	08 ○
At grade level	09 ○	10 ○	11 ○	12 ○
Somewhat above grade	13 ○	14 ○	15 ○	16 ○
Far above grade	17 ○	18 ○	19 ○	20 ○
Don't know	21 ○	22 ○	23 ○	24 ○

05. Has this child ever repeated or failed a grade?

1 ○ Yes

2 ○ No

3 ○ First year in school

4 ○ Don't know

PART B: Below is a list of statements that describe some of the feelings and behaviour of children. For each statement, please mark the circle that best describes this child now or within the past 6 months. Please mark only one of the three circles for each statement.

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Acts too young for his/her age	001 ○	002 ○	003 ○
Hums or makes other odd noises in class	004 ○	005 ○	006 ○
Argues a lot	007 ○	008 ○	009 ○
Fails to finish things he/she starts . .	010 ○	011 ○	012 ○
Bragging, boasting	013 ○	014 ○	015 ○
Can't concentrate, can't pay attention for long	016 ○	017 ○	018 ○
Difficulty following directions	019 ○	020 ○	021 ○
Can't sit still, restless or hyperactive	022 ○	023 ○	024 ○
Clings to adults or too dependent. . .	025 ○	026 ○	027 ○
Complains of loneliness	028 ○	029 ○	030 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Confused or seems to be in a fog . . .	031 ○	032 ○	033 ○
Cries a lot	034 ○	035 ○	036 ○
Cruel to animals	037 ○	038 ○	039 ○
Cruelty, bullying, or meaness to others	040 ○	041 ○	042 ○
Daydreams or gets lost in his/her thoughts	043 ○	044 ○	045 ○
Deliberately harms self or attempts suicide	046 ○	047 ○	048 ○
Demands a lot of attention	049 ○	050 ○	051 ○
Destroys his/her own things	052 ○	053 ○	054 ○
Destroys things belonging to others	055 ○	056 ○	057 ○
Disobedient at home	058 ○	059 ○	060 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Disobedient at school	061 ○	062 ○	063 ○
Disturbs other pupils	064 ○	065 ○	066 ○
Doesn't get along with other pupils	067 ○	068 ○	069 ○
Doesn't seem to feel guilty after misbehaving	070 ○	071 ○	072 ○
Easily jealous	073 ○	074 ○	075 ○
Eats or drinks things that are not food (e.g.: crayons, dirt, etc.)	076 ○	077 ○	078 ○
Fears certain animals, situations, or places other than school	079 ○	080 ○	081 ○
Fears going to school	082 ○	083 ○	084 ○
Fears he/she might think or do something bad	085 ○	086 ○	087 ○
Feels he/she has to be perfect	088 ○	089 ○	090 ○
Feels or complains that no one loves him/her	091 ○	092 ○	093 ○
Feels others are out to get him/her	094 ○	095 ○	096 ○
Feels worthless or inferior	097 ○	098 ○	099 ○
Gets hurt a lot, accident-prone	100 ○	101 ○	102 ○
Gets in many fights	103 ○	104 ○	105 ○
Gets teased a lot	106 ○	107 ○	108 ○
Hangs around with others who get in trouble	109 ○	110 ○	111 ○
Hears things that aren't there	112 ○	113 ○	114 ○
Impulsive or acts without thinking	115 ○	116 ○	117 ○
Likes to be alone	118 ○	119 ○	120 ○
Lying or cheating	121 ○	122 ○	123 ○
Bites fingernails	124 ○	125 ○	126 ○
Nervous, highstrung, or tense	127 ○	128 ○	129 ○
Nervous movements or twitching	130 ○	131 ○	132 ○
Over conforms to rules	133 ○	134 ○	135 ○
Not liked by other pupils	136 ○	137 ○	138 ○
Constipated, doesn't move bowels	139 ○	140 ○	141 ○
Too fearful or anxious	142 ○	143 ○	144 ○
Feels dizzy	145 ○	146 ○	147 ○
Feels too guilty	148 ○	149 ○	150 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Talks out of turn	151 ○	152 ○	153 ○
Overtired	154 ○	155 ○	156 ○
Overweight	157 ○	158 ○	159 ○
Physically attacks people	160 ○	161 ○	162 ○
Physical problems without known medical cause:			
a. Aches or pains	163 ○	164 ○	165 ○
b. Headaches	166 ○	167 ○	168 ○
c. Nausea, feels sick	169 ○	170 ○	171 ○
d. Problems with eyes	172 ○	173 ○	174 ○
e. Rashes or other skin problems	175 ○	176 ○	177 ○
f. Stomachaches or cramps	178 ○	179 ○	180 ○
g. Vomiting, throwing up	181 ○	182 ○	183 ○
h. Other	184 ○	185 ○	186 ○
(describe) _____			
Picks nose, skin, or other parts of body	187 ○	188 ○	189 ○
Poor school work	190 ○	191 ○	192 ○
Poorly coordinated or clumsy	193 ○	194 ○	195 ○
Prefers playing with older children	196 ○	197 ○	198 ○
Prefers playing with younger children	199 ○	200 ○	201 ○
Refuses to talk	202 ○	203 ○	204 ○
Repeats certain acts over and over; compulsions	205 ○	206 ○	207 ○
Runs away from home	208 ○	209 ○	210 ○
Screams a lot	211 ○	212 ○	213 ○
Secretive, keeps things to self	214 ○	215 ○	216 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Sees things that aren't there	217 ○	218 ○	219 ○
Self-conscious or easily embarassed	220 ○	221 ○	222 ○
Sets fires	223 ○	224 ○	225 ○
Shy or timid	226 ○	227 ○	228 ○
Sleeps less than most children	229 ○	230 ○	231 ○
Showing off or clowning	232 ○	233 ○	234 ○
Explosive and unpredictable behaviour	235 ○	236 ○	237 ○
Speech problem	238 ○	239 ○	240 ○
Stares blankly	241 ○	242 ○	243 ○
Stores up things he/she doesn't need	250 ○	251 ○	252 ○
Strange behaviour	253 ○	254 ○	255 ○
Strange ideas	256 ○	257 ○	258 ○
Stubborn, sullen, or irritable	259 ○	260 ○	261 ○
Sudden changes in mood or feelings	262 ○	263 ○	264 ○
Sulks a lot	265 ○	266 ○	267 ○
Suspicious	268 ○	269 ○	270 ○
Swearing or obscene language	271 ○	272 ○	273 ○
Talks about killing self	274 ○	275 ○	276 ○
Underachieving, not working up to potential	277 ○	278 ○	279 ○
Talks too much	280 ○	281 ○	282 ○
Teases a lot	283 ○	284 ○	285 ○
Temper tantrums or hot temper	286 ○	287 ○	288 ○
Threatens people	289 ○	290 ○	291 ○
Tardy to school or class	292 ○	293 ○	294 ○
Too concerned with neatness or cleanliness	295 ○	296 ○	297 ○
Trouble sleeping	298 ○	299 ○	300 ○
Truancy or unexplained absences	301 ○	302 ○	303 ○
Underactive, slow moving, or lacks energy	304 ○	305 ○	306 ○
Unhappy, sad or depressed	307 ○	308 ○	309 ○
Uses alcohol or drugs	310 ○	311 ○	312 ○
Unusually loud	313 ○	314 ○	315 ○
Vandalism	316 ○	317 ○	318 ○
Fails to carry out assigned tasks	319 ○	320 ○	321 ○
Overly anxious to please	322 ○	323 ○	324 ○
Whining	325 ○	326 ○	327 ○
Withdraws, doesn't get involved with others	328 ○	329 ○	330 ○
Worrying	331 ○	332 ○	333 ○
Overly upset when leaving someone he/she is close to	334 ○	335 ○	336 ○
Overly upset while away from someone he/she is close to	337 ○	338 ○	339 ○
Sees self as more unwell or sickly than really is	340 ○	341 ○	342 ○
Worries that terrible things might happen	343 ○	344 ○	345 ○
Not as happy as other children	346 ○	347 ○	348 ○
Distractable, has trouble sticking to any activity	349 ○	350 ○	351 ○
Poor appetite, not hungry	352 ○	353 ○	354 ○
Feels his/her health should be better	355 ○	356 ○	357 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Without physical cause suddenly loses:			
a. sight	358 ○	359 ○	360 ○
b. ability to move arms or legs	361 ○	362 ○	363 ○
c. hearing	364 ○	365 ○	366 ○
d. voice	367 ○	368 ○	369 ○
e. ability to swallow	370 ○	371 ○	372 ○
f. consciousness	373 ○	374 ○	375 ○
g. feeling on skin	376 ○	377 ○	378 ○
h. other	379 ○	380 ○	381 ○
(describe) _____			
Worries that something bad will happen to people he/she is close to	382 ○	383 ○	384 ○
Cranky	385 ○	386 ○	387 ○
Has trouble enjoying self	388 ○	389 ○	390 ○
Worries a lot about health	391 ○	392 ○	393 ○
Has difficulty awaiting turn in games or groups	394 ○	395 ○	396 ○
Worries about doing the wrong thing	397 ○	398 ○	399 ○
Cannot keep friends	400 ○	401 ○	402 ○
Fidgets	403 ○	404 ○	405 ○

	Never or Not true	Sometimes or Somewhat true	Often or Very true
Defiant, talks back to staff	406 ○	407 ○	408 ○
Has difficulty learning	409 ○	410 ○	411 ○
Sleeps in class	412 ○	413 ○	414 ○
Apathetic or unmotivated	415 ○	416 ○	417 ○
Disrupts class discipline	418 ○	419 ○	420 ○
Messy work	421 ○	422 ○	423 ○
Behaves irresponsibly	424 ○	425 ○	426 ○
Demands must be met immediately, easily frustrated	427 ○	428 ○	429 ○
Inattentive, easily distracted	430 ○	431 ○	432 ○
Feels hurt when criticized	433 ○	434 ○	435 ○
Unclean personal appearance	436 ○	437 ○	438 ○
Afraid of making mistakes	439 ○	440 ○	441 ○
Dislikes school	442 ○	443 ○	444 ○
Steals	445 ○	446 ○	447 ○
Can't get his/her mind off certain thoughts; obsessions	448 ○	449 ○	450 ○
(describe) _____			

PART C

01. Has this child ever received any of the following types of special education or special teaching? (Please include any part-time as well as any full-time education or teaching) Education or teaching for:

	Yes full-time	Yes part-time	No	Don't know
Perceptually handicapped children	01 ○	02 ○	03 ○	04 ○
Mentally retarded children	05 ○	06 ○	07 ○	08 ○
Emotionally or behaviourally disturbed children	09 ○	10 ○	11 ○	12 ○
Slow learners	13 ○	14 ○	15 ○	16 ○
Advanced learners	17 ○	18 ○	19 ○	20 ○
Any other type of remedial education (please specify)	21 ○	22 ○	23 ○	24 ○

_____

_____

02. During the past 6 months, how well has this child gotten along with other kids, such as friends or classmates?

1 ○ Very well, no problem

2 ○ Quite well, hardly any problems

3 ○ Pretty well, occasional problems

4 ○ Not too well, frequent problems

5 ○ Not well at all, constant problems

6 ○ Don't know

03. During the past 6 months, how well has this child gotten along with his/her teachers at school?

1 ○ Very well, no problems

2 ○ Quite well, hardly any problems

3 ○ Pretty well, occasional problems

4 ○ Not too well, frequent problems

5 ○ Not well at all, constant problems

6 ○ Don't know

04. During the past 6 months do you think that this child has had any emotional or behavioural problems?

1 ○ Yes

2 ○ No } *End*

3 ○ Don't know }

05. During that time, did the child tend to have more emotional or behavioural problems than other boys/girls of his/her age?

1 ○ Yes

2 ○ No

3 ○ Don't know

06. Do you think the child needs or needed any professional help with these problems?

1 ○ Yes

2 ○ No

3 ○ Don't know

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustees Baskin, Desmarais, Ruddle and Van Horne;
Mesdames Allice, Dalziel and Masters, Drs. Brennan and Jacobs and Mr. Collver.

Also Present: Trustee Mulholland; Mr. D. Hutton (O.S.S.T.F.), Ms. M. Schneider (H.T.F.), Mr. P. Babcock (H.P.A.)

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. D. Kelterborn (Administrative Officer, Business Services)
Mr. G. Rutledge (Budget Supervisor)
Mr. B. Adams (Supervisor of Special Education)
Mr. D. Simpson (Special Education Consultant)
Mrs. T. Fulton (Administrative Assistant to the Director of Education)

The Committee recommends:

ELEMENTARY/SECONDARY

(a) That the Grade 9 congregated gifted program be located at Westdale and Westmount Secondary Schools.

Respectfully submitted,

Mrs. Judith Bishop,

Chairman.

Conference Room,
1987 04 28.

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 06 02

CA4ON HBL W26
A32
1987

Confirmation of the minutes of the last regular and special meeting of 1987 05 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Staff Development Program **pages 1 - 3.**

NEW BUSINESS:

1. Recommendations of the Director of Education **page 4.**

2 Report re: Day Care **pages 5 - 13.**

3. Report re: Southview Adult Learning Centre Programs **pages 14 - 27.**

4. Report of the Committee to Examine the Future of Secondary School Accommodation on the Mountain **page 28.**

5. Report of the Special Education Advisory Committee **pages 29 & 30.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Compensatory Education (from E.M.C. - 1986 12 02.) **pages 31 - 41.**

2. Report from the Officials re: Allenby Elementary School (from Special E.M.C. 1987 01 13) **page 42.**

3. Report from the Officials re: Fairview School (from May E.M.C. - 1987 05 05). **pages 43 & 44.**

4. Report re: Special Education Classes in Regular Schools - Accommodation/Integration Considerations **pages 45 - 50.**

NEW BUSINESS:

1. Recommendations of the Director of Education **pages 51 - 53.**

2. Request re: Core French.

URBAN MUNICIPAL
MAY 29 1987
GOVERNMENT DOCUMENTS

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1987 06 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Staff Development

BACKGROUND:

In 1982, a report was made to the Board which provided a rationale and needs analysis and future direction for staff development in the system. As a result of that report, a Program Leader - Staff Development was appointed on a term basis to address these needs. This focussed primarily on the development of skills related to leadership development and decision making. A major component of the program was the identification and training of the future leaders of the system.

In 1984 an evaluation report was provided and, as a result, the program was extended to 1987. During the intervening period, the program has expanded to address curriculum implementation demands, skill and process development, as well as leadership training.

PRESENT:

The programs are oversubscribed and, as a result, we have been placed in the position of having to offer far more programs than had been originally anticipated. This demand is a result of the obvious quality of the program and the growing reception of the staff in our schools. It is the feeling of those who have participated that the programs have made a difference in both individual and system terms.

FUTURE:

There is obviously a need to do more, especially at the secondary school level. The staff survey that has been done through the Affirmative Action Committee has indicated there is an ever-growing need among the non-teaching staff for involvement. There is a need for continued long-range planning over a three to ten year period which will involve the training and deployment of all staff. It has become obvious, that for the betterment of the system, staff development is not a choice but an obligation .

- for the Board to provide
- for the staff to participate
- is the basis of program and staff renewal.

The following page provides a very brief overview of the programs that have been operative during the past four-year period. Each of these has been evaluated and revised or maintained in accordance with the feedback received.

RECOMMENDATION:

1. **The Program Leader - Staff Development, be appointed for an additional term, effective September, 1987.**

2. **In conjunction with the Personnel Department, the Staff Development Program address the needs of all employees.**

Prepared and submitted by: Staff Development Management Committee

- A. Krever
- J. Penner
- K. Rielly
- C. McKague
- P. Beveridge

Submitted by: A. J. Krever,
Director of Education and Secretary.

-as
attach.

System Programs

Since the position of Program Leader-Staff Development was created, many major programs have been designed, delivered and evaluated. Participants have been educators from a wide range of roles and locations throughout the system.

Programs Initiated	1983-84	1984-85	1985-86	1986-87	AVERAGE PER PROGRAM HOURS	PARTICIPANTS
Assertive Communication				x	20	24
Career Planning			x	x	12	50
Conflict Management		x	x	xxx	23	24
Consulting Skills	x	x	x	x	25	12
Curriculum Renewal		x	xx	xx	16	35
Leadership	x	x	xx	xx	120	30
Learning Styles		x	x	x	10	25
Managing Change				x	12	20
Myers-Briggs		x	xx	xx	3	20
Orientation to new jobs	x	x	xx	xx	6	12
Primary/Junior Department	x	x	x	x	10	15
Process Consultation	x	x	x	xx	250	32
Teacher Evaluation	xx				12	12

Workshops and Retreat Sessions

Many groups and departments in the system have worked in long range planning and goal setting sessions. Workshops often include role clarification. Some examples follow.

Target Group	Sample Activity
Academic Council	- annual system objective setting
Consultant and Co-ordinators	- consulting skills series
Individual Educators	- career counselling appointments
Middle School Committee	- organizing task force report
Principal & Vice-Principal Candidates	- skill development for applicants
Secondary School Cabinets	- cabinet P.D. and on-going planning
Special Education	- SEAC goal setting session
Staff Development Calendar Reps	- on-going communication
Supervisors	- helping co-ordinate P.D. programs
Teacher-Librarians	- consulting styles series

Liaison and Committee Work

The underlying philosophy and themes of Staff Development programs need to reinforce one another in order for resources to be used effectively and efficiently. On-going efforts are made to integrate the work of many individuals and groups who are involved in delivering Professional Development. Some examples are listed below.

Target Group	Sample Activity
Administrative Assistants	- assisting with P.D. program
Faculties of Education	- available research, consulting help
Federations	- co-operative planning and workshops
Halton Board of Education	- sharing resources and joint programs
Hamilton Principals' Associations	- consulting to planning committees
Hamilton Training & Development Group	- learning from local organizations
Speech & Language Department	- clarifying roles and services
Staff Development Advisory Committee	- co-ordinating and advising monthly
Staff Development Management Committee	- on-going long range planning

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 06 02.

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

Superintendent of Curriculum & Special Services

(a) That a grant application to the Futures Program of the Ministry of Skills Development for a Technical Assistant in the Computer Studies Department from June 8 to September 4, 1987 at no cost to the Board, be approved.

(b) That a grant application in the amount of $6,000 to Experience '87 of the Ministry of Education to employ 15 summer school monitors from June 29 to August 11, 1987, be approved.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

The the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: DAY CARE

Rationale:

The world which families are living and working in today is a very different place from earlier generations. "In 1981 only two in ten Canadian families fit the description of traditional 'breadwinner father' and 'homemaker mother'. The 1986 census is expected to show a further decline." (Appendix A-1) We know that families have changed much more quickly than the institutions that society organizes to support them. The education system is one of the main support systems for individuals and families. As we learn more about the way children learn, we need to foster their well being.

Early Primary Education Project

The Early Primary Education Project makes many recommendations concerning educational and family support:

Recommendation 25 speaks of the role schools should play in linking services within the community to assist families in nurturing their children. Recommendations 26 and 27 called for interministerial cooperation and coordination through Regional Education Councils to expand networks and foster other agencies concerned with families and children. Recommendation 28 calls for family resource centres while recommendation 29 suggests parenting courses for adults in schools.

Recommendation number 30, advocates before and after day care. In May, 1986 the Federal Commission on Child Care heard briefs from concerned groups and individuals in Hamilton, Ontario. Much of the testimony surrounded the need to provide a larger variety of support systems for families. Day care was the primary issue addressed.

Schools as Community-based Institutions

There are a number of advantages to establishing the school as the key community-based institution. The community school is a symbol of constancy in the neighbourhood - people know its name, where it is, what programs it offers. Children make use of the facility year-round, for learning, meeting and playing. In many neighbourhoods, a recreation complex has been located in the school building, a development that demonstrates a coordination of effort through civic agencies and provides further evidence of the centrality of the school in the neighbourhood. The recent Speech from the Throne outlined the intention of the government to foster and expand this trend. (See Appendix B)

What Kind Of Day Care?

The work day of parents in many instances does not coincide with the hours of school. Therefore, significant numbers of children in Hamilton are either on their own, before and after school, or find themselves in informal arrangements (often unlicensed and unsupervised). The number of children cared for in this way, in the United States is in the two to seven million range and, is climbing (Appendix A-12).

Research on "latch-key" children shows that children who regularly care for themselves after school may be more likely to feel lonely and depressed and anxious than their supervised peers. Where do the children go? Some go to libraries, parks, shopping malls or street corner hangouts until their parents come home from work. Others go directly home, lock all the doors and windows and don't answer the door bell, as their safety conscious parents have instructed them. The televison babysits them, and often fear rules their activities. The single most important stress factor for working parents is the lack of day care (Appendix A-2). Stress and fear are being passed to the children.

However, school-aged children are not the only group that are in need of day care. The number of single-parent families is on the rise[1] and the percentage of women in the labour force continues to grow (43.7% of Ontario's labour force in 1985 were women)[2]. In Ontario in 1984, only 7.2%[3] of Ontario's child population (0-9 years) was enrolled in day care. Nevertheless, this represents 15,000 children in excess of the numbers of spaces available.[4] Significantly, 63% of the children enrolled in day care in 1984 were under 4 years of age and fully 83% were under the age of 5[5]. (Appendix C)

It is the parents' responsibility to care for their children. It is often difficult for parents to fill this role well, with the alternatives available presently in our society. Many parents are in need of affordable, safe, care for their children. The schools have a safe, equipped environment. The Board has also set the precedent that the schools should be used outside of regular hours, allowing extension of programs and community involvement (Board minutes). The structure for before and after school day care can be provided by the Board. The feeds for the service, (as low as possible) would be the responsibility of the parents. By choosing a licensed model for day care, subsidies are available from the Ministry of Social Services, through the regional municipality to parents who need financial assistance. The Ministry of Social Services offers programs to families with children of special needs. Day care is not a special need, nor are the children needing day care special needs children. It is now needed by the majority of Hamilton families with young children (Appendix A-6).

ALSBO Task Force on Child Care

In March, 1987 the ALSBO Task Force on Child Care issued a preliminary report. They chose to use the term child care because it includes provisions for evening care and informal services such as drop-in programs for parents and their children. As well, the Ministy of Community & Social Services is now using this terminology.

The Task Force identified a multitude of valid reasons to support child care programs which are associated with school boards and individual schools. School-based child care services provide benefits to the children involved and to their parents, the host school and its staff, board employees using workplace services, the board itself and the local community. (See Appendix D)

The Current Status In Hamilton

Presently, the Y.M.C.A. is sponsoring a user-pay, licensed before and after school program for children 6 to 9 years of age in three of our schools. This program, called First Base is offered at Pauline Johnson, Earl Kitchener and A. M. Cunningham, serving a total of 54 children. The cost of the program is as follows:

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1. Ontario Statistics, 1986 Ministry of Treasury & Economics, Ontario Government, Chart 4.2, p.115
2. Ibid. Table 5.11, p. 136
3. Ibid. Table 5.40, p. 151
4. Ibid. Table 5.40, p. 151
5. Ibid. Table 5.41, p. 152

Before and After	- $156.00 per month
Before only	- $58.00 per month
After only	- $114.00 per month

(The Y.M.C.A. has made application to conduct a needs assessment in five additional schools to determine whether there is an interest in expanding the program into other communities.)

In addition, the Ottawa Street Y.W.C.A. is sponsoring "Extra Care", a licensed, user-pay before and after school program for six to nine year olds at Queen Mary School. Six children are enrolled and the costs are as follows:

Before and After	$36.00 per week
Before Only	$13.50 per week
After Only	$27.00 per week
P.D. Days	$13.00 per day

The hours for "First Base" and "Extra Care" are usually 7:30 - 9:00 a.m. and 3:30 - 6:00 p.m.

Further, there is a variety of child care programs which are currently available at Caledon, Westdale, Delta and Hill Park Secondary Schools. A brief description of each program follows:

The Hill Park Playschool is a user-pay, non-licensed facility operating from 8:30 - 11:30 a.m. with 25 children. Currently, fees are $3.00 per morning or $60.00 per month for full time attendance or $45.00 per month for part time attendance.

At Caledon, the day care facility is a licensed, subsidized operation for students and staff. The program operates from 8:00 a.m. to 4:00 p.m. with 20 children. Fees for infants and toddlers are $32.00 per day and for pre-schoolers, $17.50 per day.

At Westdale, there is a Parent Co-Operative which operates from 8:30 - 11:30 a.m., Tuesday through Friday inclusive. The program currently has 26 children enrolled (maximum 32) and the cost is $21.00 for the four days.

The Parent Co-Operative Nursery School at Delta operates from 8:30 - 11:45 a.m. five days a week. A maximum of 16 children can be cared for and the cost is $4.00 per morning.

Issues and Directions

1. The recent speech from the throne announced that the Ontario Government will require all new schools to make space for day care for nearby communities (Appendix B).

2. Schools are a natural community focus.

3. The prime function of schools is education. If boards of education in future must address social service concerns, what happens to their prime function and financial resources applied to that function?

4. It would appear that the throne speech has set direction for day care in schools. The time may be NOW to work with the government, to research day care needs of clients of this Board and to obtain government funding for such research.

5. Does the Board wish to work with parents who indicate a need to enhance their parenting skills? (See C. Forbeck's letter - Appendix C).

6. Accommodation needs across the system vary. It may be that where day care needs are most critical, accommodation is virtually impossible.

7. What would be the role of professional teaching staff should day care be centred in our schools?

Therefore, it is recommended:

1. THAT THIS REPORT BE RECEIVED FOR INFORMATION.

NOTE: IT IS THE INTENTION OF ADMINISTRATION THAT THIS REPORT WILL BE BROUGHT FORWARD AGAIN AT THE JULY MEETING OF E.M.C. FOR A DECISION.

Prepared by: C. Waterman, Administrative Assistant
B. Jazvac, Supervisor of Family Studies

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg

APPENDIX A

SUPPORTING STATISTICS

1. "In 1981 only 2 in 10 Canadian families fit the description of traditional 'breadwinner father' and a 'homemaker mother'. The 1986 census is expected to show a further decline." (Canadian Free Press August 30, 1986)

2. "In the United States the biggest single stress factor for working parents is the lack of day care." (Hamilton Spectator, August 30, 1986)

3. "Families have changed much more quickly than institutions or companies." (Galinsky - director of work and family life studies and Bank Street College in New York)

4. 56.5% of Ontario women with children under 3 work, and for women with children over 6, the percentage is well over 65% (Stats. Can.)

5. 80% of children in day care are left in unlicensed, unsupervised homes. (Globe & Mail, January, 1984 and Families in Canada Today, Margrit Eichler)

6. 30% of our families are one adult families (Families in Canada Today)

7. We are approaching the 50% rate for marriage failure (Families in Canada Today)

8. There is agreement among educators that people and relationship skills will be essential in the 1990's. When larger families were the norm, children could be at home until the age of 6 and still gain relationship skills. Staying at home today, with one adult, no longer provides the best possible development situation for many children.

9. Legislation covers the child (support for funding) for day care until 9 years old but, children cannot be left alone legally until they are 12. We have a problem in the legislation to help set up programs for children after school.

10. Children cannot be cared for by a smorgasbord of sports activities after school.

11. The beginning programs (Y.M.C.A. First Base) with the exception of Lake Avenue School, are in French Immersion Schools (Pauline Johnson, Earl Kitchener, A. M. Cunningham) While the parents appreciate the care, the need might be even greater in other areas of the city.

12. Current estimates in the U.S. of the number of children who do not have regular after school supervision are in the 2-7 million range and climbing, (Wellesley College Child Care Project)

13. The Board's Public Relations Newspaper "Join Us" generated a great general interest in day care across the city. Telephone calls were many, requesting that before and after day care be set up at their children's school.

14. Shirley Wheeler, at the Ministry of Social Services, states that it takes parents an amount of time to get to know the availability of new programs even though there is a need. Therefore, programs may not be full at the beginning.

APPENDIX B

SCHOOLS TO HOUSE DAY-CARE CENTRES UNDER NEW GOVERNMENT PLANS

The Ontario Government will require all new schools to make space for daycare for nearby communities. Community and Social Services Minister John Sweeney said after the Liberal Government presented its second Speech from the Throne: "Every new school is going to have a library, it's going to have a gym, it's going to have classrooms, it's also going to have a daycare centre." Mr. Sweeney said a centre will not be operated by the school. "That is the critical difference. It is a community daycare centre."

The Liberal Government repeated in its speech a promise Premier David Peterson made a year ago to introduce "a comprehensive policy that recognizes child care as a basic public service, not a welfare service". That policy is slated to be unveiled after next month's provincial budget.

Mr. Sweeney said Ontario is going to move on its own and allocate more money to expand daycare in non-profit centres before June when Ontario and the other provinces are expected to wind up their negotiations with federal Health Minister Jake Epp to forge a national daycare strategy. Ontario will set the wheels in motion to give financial assistance for daycare to more parents by changing the rules governing who is eligible for provincial subsidies.

APPENDIX C

LOCAL CONCERNS

The following letter is an excerpt from a letter from Mr. J. C. Forbeck written in May, 1986 when he was principal of Elizabeth Bagshaw Elementary School:

I have been reflecting on the changes and trends that have had an impact on education over the past 40 plus years...

The child has changed too! He/she may come from a home where both parents work - or, in many instances, there is but a single parent. The breakdown of the family is changing what formerly constituted the familial unit and considerably less time is spent in a parent/child relationship. Then, too, multiple housing, peer group pressure, the electronic media provide other 'teachers' for young children so that considerable behavioural problems and concerns develop which make effective teaching extremely difficult.

...I believe it is the parents who require professional development in the form of parenting courses to make them better able to fulfill their role. Parents must learn the skills that will assist them to cope with the problems of raising children in our changing world.

Pre-natal classes are extremely common today. Usually both parents attend - right up until the child is born. Then...nothing. No course of advice on how to raise the child. Each family is left to its own resources and at age four the child is enrolled at school. Would not the teaching of parenting skills benefit the educational system as well as the parents?

During the six months, two 10 week seesions of the S.T.E.P. (Systematic Training for Effective Parenting) programme have been held here at Elizabeth Bagshaw School. This programme and its response have proven to me not only that parents want help but that they will attend such sessions when given in the local school during school hours. I can forsee such programmes under the aegis of Continuing Education and available in every school.

Cost is always a problem. But if the behavioural component of many students now in Special Education was removed, there would be a decrease in the number of students requiring special education assistance. Corporal punishment has been banned. Teachers will be asking for more guidance counsellors, more vice-principals, more adjustment counsellors or social workers, etc. Perhaps the cost of such a programme would turn out to be a saving! Certainly an honest attempt to improve parenting skills would be of supreme benefit to the girls and boys whom we teach. Education is a partnership and such a programme would encourage and enlighten parents while at the same time it would assist teachers in the performance of their role in the classroom.

Your consideration of such a 'parenting' proposal would be appreciated.

The position outlined by Mr. Forbeck in this letter was strongly endorsed by many other elementary school principals.

APPENDIX D

ALSBO TASK FORCE ON CHILD CARE

Programming and Quality Benefits

- the knowledge of educators in the stages of development of children, and teaching and learning styles
- programming expertise on the part of educators
- potential for meeting community expectations for child care services
- facilitating the transfer of records between child care and school settings
- early identification and provision of appropriate programming
- benefits for special needs and "at risk" children
- provision of continuity and stability in a child's day ('The Hurried Child')
- access to educational resources and ancillary educational services
- professional development opportunities and resources
- development of services to meet needs of children not covered by licensed programs (i.e. 10-12 year olds not included under The Day Nurseries Act)

Financial and Administrative Benefits

- schools are accessible community resources
- cost controls and savings that can be realized
- ability to meet parental and community needs for affordable, quality services
- potential for developing pilot programs
- economizing on capital costs for new constructions and renovation of existing space
- coordination of community services
- administrative leadership and expertise
- possibility of accessing outside (non-school board) funding for programs
- potential for pooling of subsidized spaces and allocation to areas of greatest need
- coordination between government ministries

As numerous as the benefits that could accrue to parents, students, school boards and the community are, the number of concerns that currently exist. School boards cannot be licensed under The Day Nurseries Act. Boards that want to run their own cost-recovery programs are frustrated by this situation. Only a change in the legislation can eliminate this barrier.

Another stumbling block, is the Ministry of Education position on the validity of the use of school space for child care centres. The needs of continuing education and adult students for child care services at non-traditional times (evenings, weekends and on a part-time basis) are also of major importance.

Identified here are many of the issues related to the provision of services by school boards.

- The Ministry of Education position regarding space use
- the needs of continuing education, adult and student parents and school board employees for quality care services for their children
- the lack of operating and capital resources for school boards to provide child care services and spaces
- barriers that prevent school boards from operating their own services (licensing restrictions)
- lack of inter-ministry coordination for the delivery of services
- governance and responsibility in the present delivery systems
- community expectations of school boards responsibility for child

- lack of school board policies and the availability of coordinated information on current needs and practices
- differences of unclustering between provincial ministries, child care providers, early childhood educators and school boards on the issue of services
- lack of information-sharing at all levels (community agencies, municipalities, government ministries, providers, school boards)
- educating school board staff on the role of early childhood education and quality programming
- commercial centres versus non-profit centres
- education needs of school board staff on the role of Early Childhood Education
- lack of appropriate programming in some settings
- "at risk" and special needs children
- differences in standards between the Ministry of Education and the Ministry of Community and Social Services for child care centres (i.e. physical and space requirements, qualifications for staff, professional development opportunities)
- the need to legitimize many current school board efforts
- cost to parents of child care
- different points of view on the delivery of child care services
- lack of initiative on the part of the Ministry of Education to implement portions of the Early Primary Education Report dealing with child care
- staffing implications and the qualifications of care providers (Early Childhood educators and qualified teachers).

An immediate concern that can be addressed before a policy is finalized, is to work to legitimize the use of school board space, specifically empty classrooms, for housing child care centres. We have mentioned the current Ministry position and suggested that ALSBO should lobby the Minister to clarify his stand, and add child care centres to its approved use list. Thus, to protect current programs and encourage the development of additional services and increase community sharing in child care, it is recommended that:

ALSBO DEVELOP STRATEGIES WITH WHICH TO LOBBY THE MINISTRY OF EDUCATION TO REVISE EXISTING POLICIES TO RECOGNIZE CHILD CARE CENTRES AS LEGITIMATE USE OF PUPIL PLACES WITHIN THE CAPITAL GRANT PLAN.

While these efforts have begun, they should continue and could be expanded to include goals such as the following:

1. lobbying the Ministry of Education to remove the barriers that prohibit school boards from operating their own child care programs to respond to the needs of local communities.
2. lobbying the Ministry of Education, the Ministry of Community and Social Services and the Ministry of Citizenship and Culture to provide funds, in the form of incentive grants, to school boards to hire child care coordinators to assess and coordinate child care needs and activities associated with school boards.

205 Queensdale Avenue East
Hamilton, Ontario
L9A 1L1
1987 06 02

TO: The Chairman and Members
The Education Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

Re: Continuing Education
The Southview Adult Learning Centre Programs

Background

The following report is a definitive summary presented as an extension of the Continuing Education Department's Proposed Program for a Continuing Education Centre report to the Education Management Committee, 1986 09 02.

Preamble

The Adult Learning Centre at Southview was established by the Board of Education for the City of Hamilton in September, 1986 with the aim of providing, throughout the year, a variety of day and evening educational opportunities at times that are convenient for those in need of basic education, the unemployed, the developmentally handicapped, the employed and the retired adults of the Hamilton-Wentworth Region.

With the physical capacity and facilities to operate programs for adults of all ages, the Southview Adult Learning Centre has become a unique adult educational institution in our Community. The presentation and delivery of a comprehensive package of programs has been geared to the broad range of needs and interests of adult learners. These programs have demonstrated a flexibility in meeting the diverse and changing needs of the adult learner.

Programs

1. **Adult Basic Education (A.B.E.) - Upgrading to Grade 8**

After initial assessment, a prescribed program is set up for each student at his/her level of difficulty. Individual programs in basic literacy and numeracy, incorporated within the general upgrading programs, have proven to be of significant benefit to those developmentally handicapped adults who have the ability to function at a semi-autonomous level.

Since the A.B.E. classes began in the latter part of October, a number of students (15) have either "graduated" to the "credit" independent and home study program or have achieved sufficient upgrading to take a credit course while remaining in the A.B.E. class for additional remediation in a particular area of need.

(continued)

Relevant Statistics

- Enrolment

a.m. classes (2)	-	Registrations	36
p.m. classes (2)	-	Registrations	26
Evening Classes	-	(1) Tuesday	9
		(1) Wednesday	15
		(1) Thursday	9
		TOTAL	95

- Students (Random Sample - 71 students)

Average Grade Level 7.6 Range - Developmentally Handicapped to Grade 12 Graduate

Average Age 38.6 Range - 17 years to 67 years

Average number of years out of school 22.2 - Range from 1 year to 51 years

Female Students - 60%

Age	Number	Av. Age	% of Enrolment
Teens	2	18	2.8
20's	18	24.9	25.4
30's	24	35.7	33.8
40's	13	44	18.3
50's	9	53.1	12.7
60's	5	64.8	7
	71		100

2. Independent and Home Study Credit Program - (Grades 9-13)

Students are interviewed, goals are determined and a course(s) at the appropriate level (basic, general, advanced) is selected with the help of the teacher. Students registering for these courses are unable to attend school on a regular basis and desire to obtain credits leading toward a secondary school diploma or to upgrade credits for required entry into community college or university programs.

Students are required to attend classes at least once a week in order to develop academic credibility and rapport with their teachers. Teachers evaluate lessons completed and provide individual assistance and tutoring upon request. A major strategy shared between teachers and students is that the students should work at a level and pace not too easy nor not too hard. Students are able to customize a timetable through the interchangeable scheduling of classes, day and/or evening in order to adjust to employment and/or personal commitments. Ministry grants for the credit program are based upon lessons submitted for marking, not on the frequency of attendance.

The number of credit courses and subject offered has been increasing in direct response to student requests relative to his/her achievement of personal goals and to the certified teachers' areas of concentration and expertise. (See Appendix A)

(continued)

Relevant Statistics

- Enrolment 273 Students - Day/Evenings
- Students (Random Sample - 171 students)

Average Grade Level - Grade 9 - Range Grade 6 - B.A. degree
Average Age 32 years - Range 15 - 67 years
Average number of years out of school 13.3 Range 1 - 52 years
Female Students - 60%

Age	Number	Av. Age	% of Enrolment
Teens	13	17.3	7.6
20's	71	24.5	41.5
30's	48	34.3	28.1
40's	26	43.7	15.2
50's	9	52.9	5.3
60's	4	62.5	2.3
	171		100

Credit Certification

The principal of Hill Park Secondary School, Mr. Lee Swan, in consultation with Southview School Administrator Mr. Jim Hobbs will award all subject credits and/or the Ontario Secondary School Diploma upon successful completion of course requirements. Written examinations are required for grades 11, 12, 13 subjects. A Graduation procedure is currently under consideration.

3. General Interest/Self Improvement Courses

A number of the popular general interest/skill development courses in the Adult Day Program were selected for Southview. These courses provide adults of all ages with the opportunity of experiencing a wide variety of daytime skill development and leisure-time activities of a practical nature. Due to the publicity and advertising relative to the opening of the readily accessible Southview School as an Adult Learning Centre, public response to the program exceeded our anticipated enrolment projection. Approximately 448 adults registered for the Fall Program and approximately 445 adults are currently enrolled in the Winter Program which will terminate May 8, 1987.

Statistical Summary - September 29, 1986 - April 10, 1987

Adult Basic Education	95 Registrations
Independent/Home Study Credit Program	273 Registrations
General Interest (two terms)	893 Registrations

(continued)

Registrations

The Adult General Interest Program has maintained the existing practice of scheduling 1986 Fall term (12 weeks) and 1987 Winter term (15 weeks) registrations at the pre-determined fee of $1.25 per instructional hour.

The A.B.E. and Independent/Home Study credit students are able to register continuously throughout the year, Monday - Friday, day or evening.

Schedule

General Interest - Monday to Friday
9:30 a.m. - 11:30 a.m., 1:30 p.m. - 3:30 p.m.

Adult Basic Education & Independent/Home Study Credit - Monday to Friday

Day - Monday - Friday 9:00 a.m. - 12:00 noon, 1:00 p.m. - 4:00 p.m.

*Evening - Tuesday, Wednesday, Thursday - 7:00 p.m. - 9:00 p.m.

*Evening Programs, initiated Tuesday, February 24th as a result of public demand, will not be in operation during July and August.

Intake Procedures

General Interest - Students register on a pre-determined date and begin classes on date of registration.

Adult Basic Education & Independent/Home Study Credit

In recognizing the number of years the adult learner has been out of school (please refer to **Relevant Statistics,** pages 2&3), the Southview administrative and teaching staff are sensitive to the students' concerns and anxieties about their return to school and their ability to cope successfully with their studies.

Students, therefore, are accorded the time deemed appropriate to make them feel comfortable and relaxed in a new environment and are counselled relative to the appropriateness of course selection.

During the interviewing and counselling sessions with the students, a large number have indicated that their unsatisfactory academic progress and experiences during their school years have a direct bearing on their present apprehensions and misgivings about their level of ability and their chances for a successful experience. "It took a lot of nerve for me to come here" is an often made remark.

On the basis of a personal questionnaire* (See Appendix B) completed voluntarily by the students when registering, three major areas are addressed relative to planning appropriate and realistic goals and acquiring greater understanding of the adult learner as a student at Southview.

*Responses (94), are listed in descending order of frequency within each category.

(continued)

Teaching Staff

The certified teachers on staff have been selected for specific areas of expertise with the aim of providing the greatest variety of course selection for adult learners.

Notwithstanding professional qualifications and backgrounds of experience, selections were made on the basis of their interpersonal communication skills, empathy and ability to relate and deal effectively with the significant number of problems some adults encounter when returning to school.

The Building

Southview is a ground floor building, ideally suited for the development of quality educational programs to service the needs of the adult learner.

The size of the rooms mitigate against large classes. However, renovations to four small classrooms could create two rooms of adequate size to conduct additional Basic Education classes as required.

With appropriate renovations to the washrooms, to be undertaken shortly, the school will become completely accessible and functional for students confined to wheelchairs.

At present, space is available within the building for the addition of a day care facility should the Board wish to consider providing such a service in order to encourage and assist single parents to return to school for the basic upgrading and/or credit course programs.

Financial Implications

John Paterson, the Board's Internal Auditor has reviewed this program carefully and has developed a detailed financial report which is attached. (Appendix C)

Summation

The Southview Adult Learning Centre appears to be providing a relaxed, informational and inviting atmosphere for the adult learner returning to school with a desire to:

- upgrade to Grade 8
- acquire credits towards an Ontario Secondary School Diploma
- learn a new skill

(continued)

Inherent in the adult school concept are the spontaneous and incidental opportunities for personal development and social growth. Students are demonstrating a visible enthusiasm and pride in their academic accomplishments and are joining with the teaching staff in a mutual sharing and caring relationship in an effort to ensure their success at Southview Learning Centre for Adults.

Recommendation:

This report be accepted for purposes of information.

Prepared by: James A. Hobbs, Co-Ordinator
Clifford H. Howell, Supervisor, Continuing Education
John E. Paterson, Internal Auditor

Submitted by: Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education and Secretary

1987 05 12

SOUTHVIEW - INDEPENDENT/HOME STUDY CREDIT COURSES

• Total Course Registrations - 462

Courses Offered

Subject Level	Grade & Registration Number					Total
	Grade 9	10	11	12	13	
English - Basic	22	6	N/A	N/A	N/A	28
General	N/A	48	19	8	N/A	75
Advanced	26	12	25	11	11	85
						188
Mathematics - Basic	14	3	11	1	N/A	29
General	48	30	17	9	N/A	104
Advanced	20	25	18	7	15	85
						218
History - Basic	N/A	N/A	N/A	N/A	N/A	-
General	N/A	N/A	N/A	N/A	N/A	-
Advanced	6	1	4	1	3	15
						15
Family Studies - General	N/A	4	N/A	N/A	N/A	4
						4
Career Development & Life Planning - General	N/A	N/A	4	N/A	N/A	4
						4
Man In Society - General	N/A	N/A	N/A	7	N/A	7
						7
Canadian Family in Perspective - Advanced	N/A	N/A	N/A	N/A	1	1
						1
Accounting - Introduction - General	N/A	N/A	9	N/A	N/A	9
						9
Science - Advanced	9	1	3	N/A	N/A	14
						14
French - Advanced	2	N/A	N/A	N/A	N/A	2
						2

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ADDITIONAL BACKGROUND INFORMATION QUESTIONNAIRE

ADULT BASIC EDUCATION AND INDEPENDENT/HOME STUDY CREDIT PROGRAMMES

Completion of this questionnaire will help us to provide you with the best programme possible. (Note: Information given is confidential.) Please circle the appropriate number(s) within each section.

PART I Adults returning to school sometimes have a problem(s) that may interfere with their success.

Personal-Family

1. Family responsibilities at home could interfere with school
2. Return to school not supported by spouse
3. Babysitting or day-care support
4. Changes in shifts at work
5. Increased hours at work
6. Financial difficulties
7. Physical-health problems

Academic

8. Concern that the work will be too difficult
9. Taking too many courses at one time
10. The homework assigned will be too heavy
11. Difficulty in staying in one place for 2-3 hours per session
12. Difficulty in adapting to a study routine and developing good study habits
13. The teacher will not care
14. Other
15. No problem at all

PART II Reasons for returning to school

1. Upgrading to prepare for credit courses
2. To obtain an S.S.G.D. (grade 12 diploma) for employment opportunities
3. To obtain an S.S.G.D. for entrance to community college programmes
4. To obtain an S.S.H.G.D. for entrance to community college/university programmes
5. To earn Grade 10 for entrance into an apprenticeship/skill programme
6. Has S.S.G.D., but wishes to refresh skills
7. Has S.S.G.D. from a vocational school but would like to acquire additional credits
8. To comply with the grant funding requirements
9. Other

PART III Informed about the Programme by:

1. Word of mouth
2. Newspaper advertisement
3. Newspaper article
4. Television - community cable station
5. Television news
6. Radio
7. Continuing Education brochure
8. The Hamilton Board of Education
9. High school counselling department
10. High school administration
11. Community College
12. University
13. Social Service Agencies
14. Employment and Immigration
15. Vocational Rehabilitation
16. Church
17. Adult Basic Education Association (Hotline)
18. Literacy Council
19. Other

PART IV

Adult students like yourself left school or interrupted their studies for academic, personal or economic reasons - or a combination of all three. The reason or reasons that you give will help us provide better programmes in the future.

Academic

1. Poor grades
2. Did not get along with a teacher or teachers
3. Work too easy
4. Work too hard
5. School work was not interesting
6. Not interested in school
7. Other
8. Not a reason for leaving

Personal

9 My friends were quitting (peer pressure)
10. Conflict at home
11. Did not get along with fellow students
12. Difficulty with the law
13. Illness
14. Personal
15. Other
16. Not a reason for leaving

Economic

17. Part-time job interfered with school
18. Parents needed me to work
19. Personal expenses were too great
20. Other
21. Not a reason for leaving

1. Reasons for Leaving School:

	No. of Responses
• Academic	
1. Not interested in school	19
2. Poor grades	18
3. School work not interesting	16
4. Didn't get along with teachers	10
5. Graduated	10
6. Work too hard	5
7. Work too easy	4
8. Teacher didn't care	2
• Personal	
1. Personal reasons	23
2. Conflict at home	15
3. Friends, peers were quitting	6
4. Didn't get along with fellow students	5
5. Illness	3
6. Employment	2
• Economics	
1. Parents - Family needed me to work	15
2. Personal expenses too great	11
3. Part-time job interfered with school	2

2. Problems that may interfere with school success:

• Personal	
1. Family responsibilities could interfere with school	30
2. Increased hours of work	17
3. Physical-health problems	17
4. Changes in shifts at work	16
5. Financial difficulties	12
6. Babysitting or day care support	7
7. Return to school not supported by spouse/family	6
• Academic	
1. Difficulty in adapting to a study routine and in developing good study habits	24
2. Concern that work will be too difficult	21
3. Homework assignments will be too heavy	5
4. Difficulty in staying in one place for 2-5 hour sessions	5
5. Teacher will not care	3
6. Taking too many courses at one time	2
7. Language barrier	1

3. Reasons for Returning to School:

1. To obtain O.S.S.D. for employment opportunities	31
2. To obtain O.S.S.D. for entrance to community college programs	27
3. To upgrade credit courses	26
4. To obtain O.S.S.D. without/with O.A.C.'s for entrance to community college/university programs	10

SOUTHVIEW ADULT EDUCATION CENTRE
FINANCIAL IMPLICATIONS
1987 ESTIMATES

	Total	Adult Basic Education	Independent/ Home Study	Other * Programs
Expenditures				
1. Direct				
(a) Teachers	$157,010	$ 67,281	$ 89,729	$ 0
(b) Books, films, software	17,000	3,500	13,500	0
(c) Instructional supplies	10,000	7,500	2,500	0
TOTAL DIRECT	$184,010	$ 78,281	$105,729	$ 0
2. Indirect				
(a) Office administration	$ 85,138	$ 14,485	$ 35,770	$34,883
(b) Caretaking and cleaning	49,973	12,494	12,494	24,985
(c) Utilities	16,600	4,150	4,150	8,300
(d) Advertising and printing	10,000	5,000	5,000	0
(e) Other	5,395	1,054	2,228	2,113
TOTAL INDIRECT	$167,106	$ 37,183	$ 59,642	$70,281
TOTAL EXPENDITURES	$351,116	$115,464	$165,371	$70,281
LESS GRANT REVENUES	(142,951)	(82,891)	(60,060)	0
NET BURDEN (CONTRIBUTION)	$208,165	$ 32,573 †	$105,311	$70,281

* Includes indirect costs incurred at Southview pertaining to the following:
  - Adult Day School
  - Summer School
  - Summer Skill School
  - Community Schools
  - Volunteers
  - Caretaking Department/Staff Development

† McIlwraith operates Adult Basic Education at approximate break even status.

Prepared by: J. Paterson, Internal Auditor

Approved by: J. Penner, Business Administrator/Treasurer

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REGISTRATION FORM

ADULT BASIC EDUCATION AND INDEPENDENT/HOME STUDY CREDIT PROGRAMMES

PERSONAL INFORMATION

Title ☐ Mr. ☐ Miss ☐ Mrs. ☐ Ms.	Surname	Given Name(s)
Home Address		Postal Code
Birth Date Year / Month / Day	Age / Maiden Name	Home Telephone Number
Are you presently employed? ☐ No ☐ Yes If Yes, Indicate: ☐ Full-Time ☐ Part-Time ☐ Shift Worker		Business Telephone Number
Indicate any medical problems which may affect your ability to learn		
Family Doctor's Name	Doctor's Telephone Number	O.H.I.P. Number
Name of someone we may contact in event of an emergency		Contact's Telephone Number
Reason(s) for returning to school		

PREVIOUS EDUCATION

Name and Address of last school attended

Last year of attendance	Highest grade completed	Diploma/Certificates Received

Indicate below any correspondence courses you have taken		Indicate below any other courses you have taken	
Course Name	Course Completed	Course Name	Course Completed
	☐ Yes ☐ No		☐ Yes ☐ No
	☐ Yes ☐ No		☐ Yes ☐ No
	☐ Yes ☐ No		☐ Yes ☐ No

NOTE TO THE STUDENT:
If you are receiving U.I.C. benefits, you must obtain an exemption form from your U.I.C. Caseworker in order to remain eligible for benefits. You are also responsible for notifying any other agency from which you obtain assistance of your intent to attend school.

Date

Student's Signature

DO NOT WRITE BELOW THIS LINE - FOR OFFICE USE ONLY

Location ☐ Southview ☐ McIlwraith		Programme ☐ A.B.E. ☐ Independent/Home Study Credit	
Session ☐ Morning ☐ Afternoon ☐ Evening ☐ Full-Time		Level ☐ Basic ☐ General ☐ Advanced	Grade
	Course Name	Teacher	Start Date
1			
2			
3			

U.I.C. Caseworker Contacted ☐ Yes ☐ No Exemption Form Received ☐ Yes ☐ No	Transcript ☐ Received ☐ Forthcoming ☐ N/A Interviewer

DISTRIBUTION:
Original - Office
Copy - Student

HBE 2664 (87-03)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
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FOR THE NEW YEAR — 1987

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SOMETHING DIFFERENT — Individual tutoring and flexible, interchangeable scheduling of classes, day and/or evening.

IF YOU WOULD LIKE TO START BUILDING YOUR TOMORROWS TODAY BY:

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- obtaining credits (basic, general, advanced levels) leading toward a secondary school diploma.
- upgrading credits for required entry into community college, or university programs.
- receiving individual assistance and tutoring.
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- working at a pace and level not too easy, nor too hard.
- continuing with courses throughout the summer months . . .

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A WARM WELCOME AWAITS YOU at . . .

THE SOUTHVIEW ADULT LEARNING CENTRE and McILWRAITH SCHOOL
205 Queensdale Avenue East 50 Murray Street West

For registration, course selection, and counselling information . . . Contact

THE SOUTHVIEW ADULT LEARNING CENTRE, 575-9811 — 9:00 a.m. to 5:00 p.m.

RUTH VAN HORNE
Chairman

ARNOLD J. KREVER
Director

REPORT OF THE

COMMITTEE TO EXAMINE THE FUTURE OF

SECONDARY SCHOOL ACCOMMODATION ON THE MOUNTAIN

Present: Mr. W. Hicks (Chairman);
Trustees Deans, Detwiler, Lowe and Van Horne.

Also Present: Trustees Clarke, Kennedy, Mulholland, Vine and Webb; Messrs. Kilby (Principal - Barton), Hall (Principal - Sherwood) and Manson (O.S.S.T.F. - District 8)

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. A. Stockwell (Area Superintendent)
Mr. J. Forrester (Area Superintendent)
Mr. O. Jackson (Supervisor, Research Services)
Mr. E. Hodgins (Administrative Assistant to Business Administrator/Treasurer)

The Committee recommends:

GENERAL

(a) That a one year sharing lease agreement, effective September 1987, combined with a subsequent four year lease be entered into with the Hamilton-Wentworth Roman Catholic Separate School Board in regard to Southmount Secondary School.

(b) That a commitment be obtained from the Ministry of Education that, if enrolment so warrants, the Southmount building will be returned to the Hamilton Board of Education on July 30, 1992 or appropriate funding be provided for the erection of a new secondary composite school.

Respectfully submitted,

Wesley R. Hicks,
Chairman.

Committee Room,
1987 05 25.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. Judith Bishop (Chairman), Trustees Baskin, Desmarais and Ruddle; Mesdames Allice, Masters, Tilbury; Miss Dalziel; Drs. Brennan, and Jacobs.

Also Present: Trustee Mulholland; Mr. D. Hutton, OSSTF; Mr. P. Babcock, HPA.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services), Mrs. T. Fulton (Administrative Assistant to Director of Education), Mr. D. Kelterborn (Administrative Officer - Business Services), Mr. R. Adams (Supervisor, Special Education), Mr. O. Jackson (Supervisor, Research Services).

The Committee recommends:

(a) That the minutes of the in-camera section of the April Special Education Advisory Committee meeting which refer to the discusssions properly belonging to the public section be added to the public record of the meeting. This will include the following motion re a further study of the gifted program:

That the present congregated program be examined to include the following considerations:

- incorporate other appropriate students
- permit the gifted students to take classes outside the program
- provide one line help for development of curriculum
- study the problems of paucity of the program
- the number of programs being offered
- definition of the gifted student
- the concept and techniques used for the assessment of the gifted especially at the secondary level
- the possibility of those identified as gifted not needing to attend all congregated classes as a group.

The only discussion which ought to remain in the in-camera section is limited to remarks which are covered under 183 (1a)(d) (beginning at the top of page 6).

(b) That at least a one member representative be provided from the Special Education Advisory Committee on any review committee of the Gifted Program.

Respectfully submitted,

J. BISHOP,
Chairman.

Meeting Room,
1987 05 27

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1987-06-02

Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

RE: COMPENSATORY EDUCATION ... REVIEW AND EVALUATION

Initial Stages:

In 1984, a twenty-three page report was presented to the trustees in an effort to point out that equality of educational opportunity did not exist throughout the sixty-nine elementary schools under the jurisdiction of the Board of Education for the City of Hamilton. Among the areas discussed in this report were the following:

- *historical perspective of compensatory education*
- *effective practices*
- *conditions conducive to effective delivery*
- *all-day kindergarten*
- *Hamilton's Special Needs Task Force*
- *a study of weighting factors for the identification of schools requiring additional educational support*
- *research from other boards*
- *problems which inhibit teaching/learning in an inner-city school*

The final section of the report dealt with comments from teaching personnel in some of our compensatory schools. Following are three such comments which described the staffs' feelings at this time:

> *"Our children demand so much of our time that it's unfair to put them in a large class. Sometimes school is the only positive attention they receive. It is the only steady, constant, caring force in some children's lives. Because we are dealing with so many problems, attitudinal, behavioural and academic, the higher the numbers, the more unbearable the situation."*

> *"Who cares about the kids? I do! And I am fighting not only for them but for the teachers who spend a lot of time trying to work with the children. They are numbers on paper; a body in a class. We forget they are people with needs that need to be met if they are going to progress academically."*

"Our children bring many emotions from home. I have dealt with explosive situations at 8:45 a.m., then had to walk into my class and deal with my own children and all their difficulties. These children can react verbally, physically to an instruction, a comment or an interaction with another child. These outbursts can occur so quickly, they are unpredictable. But the effect on staff, student and the rest of the class can be devastating. You learn to treat some children with kid gloves because you have learned how he will react when you speak to him. Watching a time-bomb waiting to explode and dealing with the situation is emotionally draining."

Four recommendations were approved from this first report. These may be condensed as follows:

(i) Research Services to conduct a comprehensive study of the weighting factors for Compensatory Education schools.

(ii) The provision of an effective in-service program for teachers and administrators in compensatory schools.

(iii) The recognition of fourteen Compensatory Education schools with budgetary and staffing recommendations to follow.

(iv) The appointment of two school social workers.

This report sparked considerable discussion on the part of the trustees and resulted in a supplementary report being presented at the following E.M.C. meeting. Basically, trustees were concerned with the following issues:

- *concern over children who were receiving inadequate nourishment and the subsequent impact on learning*
- *concern over the inadequate clothing of some children*
- *concern that teachers/principals might not fully comprehend the home environment of some children*
- *the need for the school system to be an advocate for change within the community*
- *the need to look at adolescents (i.e. middle schools)*

*Out of the concerns emerged the morning nourishment program (commonly referred to as the **"breakfast program"**), parenting programs being offered in many schools, availability of clothing for needy students, in-service programs for teachers and principals and specific responsibilities for school social workers relative to working with the parents.*

Subsequent Reports:

By the fall of 1985, a third and fourth report were presented to E.M.C. These reports outlined the study completed by Research Services in order to identify those schools in need of additional educational support. Completing this report were three recommendations (both approved). Briefly, these were:

(i) the identification of fourteen schools as Compensatory Education Schools (with appropriate staffing and budgetary allocations)

Subsequent Reports (continued)

(ii) the establishment of an $9,500 in-service budget for all personnel in the fourteen designated schools.

*(iii) the establishment of a budget not to exceed $20,000 to maintain a **"Morning Nourishment Program"** in the fourteen designated schools.*

Evaluation of School Social Workers:

In February, 1986, a fifth report was presented to E.M.C. This report dealt with the evaluation of the school social workers. Comments were solicited from the teachers in the same schools as comments listed earlier whereby teachers voiced their frustrations. Following is a sampling of some of these comments:

> *"In many instances, teachers have been forced to take over the many social problems of the home at severe cost to the quality of teaching ... to have another person become involved with the needy child is a beginning ... please give us more of this kind of positive support."*
>
> *"It is great to have a person in the school who can deal with the many problems students have that are not "academic" ... kids have more problems than we can deal with in the classroom ... these problems must be dealt with and a social worker can do that."*
>
> *"I appreciate the social worker making home visits and acting as an intermediary between the school and home."*
>
> *"Sometimes suggestions are not always practical ... sometimes too philosophical and not geared to school environment."*
>
> *"The social worker is a definite asset to the school environment ... an expert who can handle a crisis."*
>
> *"It is good to have another person who relates to and communicates with the parents."*
>
> *"It is good to have someone available to "listen" (sometimes teachers' duties don't allow time for listening)."*
>
> *"I feel this service is not necessary for the very young (4 and 5 year olds) ... relating to a teacher at this age is a "big" step ... having another "stranger" is very hard for them."*
>
> *"The school social worker is an additional resource whose value to the boys and girls of this school cannot be overstated ... an absolute necessity in this school."*

Principals in the schools with resident social workers were also very positive in their evaluation. It was the feeling of the principals that prior to the appointment of resident social workers, a vast majority of the former's efforts were devoted to reactive strategies. Although the very nature of the schools dictates the necessity of this still being the case to some extent, it has become increasingly evident that they are gradually moving to a more proactive, preventive mode of action. The combination of a resident social worker, the Adjustment

Services Counsellor and the Public Health Nurse has assisted in creating a stronger team approach to deal with severe problems at a much deeper level. It is felt that resources are being utilized in a more systematic and effective manner. Further, family and community response appears to be positive relative to the additional assistance being given to address very needy circumstances.

Principals claim that they have been able to enlarge their community education programs and that a very precise program of education has been designated through the school newsletter, the Koffee Klatch and the home visits being conducted by the school social worker and the Public Health Nurse. Planning for this parent program contains the following elements:

- *positive management techniques*
- *effective ways of disciplining children*
- *budgeting to meet family needs*
- *planning nutritious meals on a limited budget*
- *health, hygiene and happiness*

In concluding their remarks, the principals stated, "It is a real challenge to be involved in a pilot project involving the resources of a fully qualified school social worker whose services are absolutely essential to the needs of this school and this community."

The attached chart outlines what has been initiated in the schools, what is in process, what has been completed and what remains to be done. Certainly, the list is not meant to be all-inclusive but they do represent major undertakings of our present, resident social workers.

This report concluded with one recommendation relative to the appointment of three additional school social workers. The recommendation was accepted. For reference purposes, an up-dated job description relative to "Social Workers - Hamilton Elementary Schools" is attached to this report.

In-Service and Developments, 1986-1987:

A number of initiatives relative to in-service have been undertaken during 1986-1987. Among these are included the following:

- *orientation meeting for teachers new to Compensatory Education (September, 1986)*
- *P.A. day devoted to Compensatory Education (October, 1986)*
- *workshops on various P.A. days throughout school year*
- *conferences for teachers/principals/school social workers*
- *representation at Canadian Council for Inner-City Education Conference (November, 1986)*
- *in-service meetings for administrators of Compensatory Education schools*
- *provision of literature to principals of Compensatory Education schools*
- *presentation to inner-city schools' personnel by Louise Stoll (London, England)*

In-service is not the only component of the 1986-1987 program. An innovation was the development of a "toy and energy" kit by the Science Department. A kit was delivered to each of the thirty-two senior kindergarten compensatory education classes in late December, 1986. Each kit was to be opened on the first

day back after the holidays and the materials then formed a part of the "Toys and Energy" unit of environmental studies. All contents of the kits will be distributed to the children in late June. The cost of the kits were charged to each school's compensatory education budget in part and to the Science Department's budget in part.

More and more attention is being paid to the problems of inner-city schools by the Ontario Ministry of Education. A recent research brief entitled, ***Bringing the "Bedtime" Story into Inner-City Classrooms*** *ties in very nicely with the Early Childhood and Primary Education Project. Perhaps a brief quote from the research document would be of value.*

> *"The fact that children of parents with low incomes, little education, and unskilled or no jobs are less successful in school than children of parents with high incomes, university educations, and professional and managerial jobs is well-known. A continuing challenge for educators and psychologists lies in explaining and finding methods to overcome these scholastic deficits in children of lower socio-economic class backgrounds. In the past two decades, investigators trying to solve the riddle of the poor academic achievement of inner-city children have consistently found that middle-class children are more advanced than lower-class children on all traditional measures of language development and language-related skills including reading and writing. The delayed language development of the "poverty child" has been attributed to environmental differences between lower and middle-class homes. However, the specific differences in home environments that account for the delayed language development of lower-class children appear to have eluded investigation.*
>
> *One well-established difference between lower- and middle-class homes is the presence of books and the young child's bedtime story ritual. Studies of North American families during the past fifty years have repeatedly demonstrated that lower-class children not only live in homes where there is little reading material of any sort, but that these children also have few experiences with stories in their preschool years relative to their middle-class peers. Young suggested that the impact of this class difference in home environments merited further investigation as a body of recent research in psychology pointed to the possibility that the absence of the bedtime story ritual might account for the educational lag of the lower-class child. While one can readily see that early experience with stories would provide greater variety in language experience, why did she maintain that it also might be related to a more fundamental thought process, namely, the development of the story schema?"*

Copies of this research document have been made available to principals and vice-principals of all Compensatory Education schools as well as to all primary consultants. The supervisor of the Primary/Junior Divisions agrees that the research in the document supports our own findings. Consequently, this information will assist us in our efforts to compensate for the two-year lag in development which is found in many of the children with whom we are working.

December, 1986, E.M.C. Report:

Although the November report to E.M.C. did review briefly the background for the inclusion of some middle schools in the list of identified schools, the benefits of the morning nourishment fund, the in-service program being provided and some brief comments relative to the benefits provided by the resident social workers, it did contain three recommendations, all of which were approved. These were as follows:

(i) that the number of schools designated as Compensatory Education Schools be seventeen in total (the additional three being middle schools)

(ii) that a $5,000 in-service budget be established

(iii) that an additional two school social workers be appointed

Concluding Remarks:

The purpose of this report has been twofold. Hopefully, it has provided a chronology of events which has followed the original three-year plan outlined at the inception of the compensatory education program in 1984.

As well, the report has included an evaluative component of the various components included in the overall Compensatory Education program.

Direction for preparation and presentation of this report may be found in the 1986-12-12 E.M.C. Minutes.

It is recommended:

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared by: *Don Rothwell - Area Superintendent of Education*

Approved by: *A. J. Krever - Director of Education and Secretary of the Board*

INITIATED	IN PROCESS	COMPLETED	REMAINING
Providing primary social skills programmes for 6-8 year olds.	Home visits to parents who feel uncomfortable or who are unable to attend regularly - scheduled meetings at the school.	Organization and Implementation of a Breakfast Programme.	Developing effective parenting programme.
Feeling Yes / Feeling No Sexual Abuse Prevention Pilot Project (to be in process, May '87)	Participating in all Diagnostic and Remedial Team Meetings.	Organization and implementation of a pediculosis programme.	To organize and implement programme for Separation and Loss.
Providing "Surviving (Pre-) Adolescence" Programme.	Assisting administration with chronic lates.	Organization and Implementation of a Clothing Programme.	Develop Coffee Clubs
Providing "How to Cope with Alcoholic Parents" Programme for senior GLD.	Assisting administration with chronic truancy cases.	Planned & presented material on several teacher professional development days for compensatory education schools.	**ORGANIZE / IMPLEMENT:** - Breakfast Programme - Pediculosis Programme - Social Skills Programme for 6-8 year olds and 8-12 year olds. - Clothing Programme - Expansion of the Child Sexual Abuse Prevention Pilot Programme
Sit on a committee developing a middle school conference for Queen Mary and will present at this conference in June/87 (Title of conference "You and Others".	Providing crisis counselling/on-going counselling and play therapy for individual students.	Planned and presented material on child abuse to the Area 6 Middle School conference "We Really Care".	
	Providing "social skills" programme for 8-12 year olds.		
	Developing with teachers specific behaviour modification programmes.		
	Assisting Administration with Identification, Placement and Review Committee Meetings.		
	Counselling parents who have financial/ nutritional difficulties.		
	Counselling (referral for) parents who have child management difficulties.		
	Contributing as a member of the newsletter writing team.		
	Assisting at Coffee Club sessions.		
	Assisting teachers with stress management either through staff meetings or individually.		

INITIATED	IN PROCESS	COMPLETED	REMAINING
	Liaising with Community Agencies.		
	Conferences involving various Disciplines to discuss individual students.		
	Member of Community School Programme.		
	Assisting with other Social Service Agencies.		
	Board Liaison for: Hamilton-Wentworth Sexual Abuse Network.		
	Community School Association.		
	Child Find (Provincial Board of Directors) + Canadian National Executive Board of Directors.		
	North End Children's Centre.		
	North End Interagency Community Group.		
	Hispanic Association for Mutual Aid (informal rep).		
	Hamilton-Wentworth Council on Domestic Violence and Counselling Sub-Committee.		
	Hamilton-Wentworth Sexuality Network.		
	East-End Community Agencies Network.		
	Co-operating and exploring further avenues with Community School leader.		
	In-servicing teachers further relative to: **(a)** family dynamics (through staff meetings) [on an individual basis] **(b)** behaviour problems in children (through staff meetings) [on an individual basis]. **(c)** Epilepsy (through staff meetings) [on an individual basis].		
	Co-ordinating outreach programmes.		

INITIATED	IN PROCESS	COMPLETED	REMAINING
	Making subsidy referrals for students/ families to recreation centres.		
	Establishment of an ongoing contact with Service Clubs.		
	Assist in Identifying Child Abuse.		
	Liaising with CAS & CCAS.		
	Participating in Adjustment Services Department in-service and regular meetings.		
	Referrals for daycare.		

JOB DESCRIPTION

SOCIAL WORKERS: Hamilton Elementary Schools

OPERATIONAL PROCEDURE:

The social worker will be responsible to the principal of the school on a daily basis as a staff member, and also to the Adjustment Services Department who will provide ongoing casework supervision and liaison with Special Services. In-service and staff development programs will be provided by the Adjustment Services Department.

The process and use of the residential social worker will be reviewed in one year in order to examine the value to the school, staff and community.

RESPONSIBILITIES TO THE SCHOOL:

- in co-operation with the principal and staff, work with students and families as problems are identified.
- assist teachers to understand individual problems and assist in dealing with disruptive behaviour.
- assist in the early identification of problems, and develop strategies to meet identified special needs.
- act as a part of the school team (Special Education, Psychological Services, Adjustment Services, Primary Education, etc.) in order to assess and remediate inappropriate behaviour.
- act as a consultant to principal and staff regarding child growth and development and principles of good mental health.
- assist and deal with group problems and crisis intervention.

RESPONSIBILITIES TO THE STUDENT:

- to be available for intensive counselling and assistance to students to achieve satisfactory relationships in school, home and community.
- to work with groups of students where common concerns can be addressed, such as improvement of social skills, improvement of attendance patterns, etc.
- to develop with teacher and student behaviour modification programs to improve classroom behaviour.

RESPONSIBILITIES TO THE FAMILY:

- to work closely with parents whose children are having serious adjustment problems at school.
- to initiate home visits, school conferences towards developing and/or improving teacher/parent relationships.
- to act as resource and advocate for parents regarding required resources and programs to assist needs of families and students.
- to be available to parents as a consultant and advocate for their concerns and special needs.

RESPONSIBILITIES TO THE COMMUNITY:

- to be aware of neighbourhood concerns and needs.
- to utilize in the school effective use of community resources.
- to participate and develop appropriate joint planning of programs within the community.

The Board of Education for the City of Hamilton

Education Centre,
100 Main Street West,
Hamilton, Ontario.
L8N 3L1

1987 06 02

To The Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, ONTARIO.

RE: ALLENBY SCHOOL

Ladies and Gentlemen:

At the Special Education Management Committee meeting of 1987-01-13, it was indicated that a report would be brought back indicating the number of students living in the area attending grade two in neighbouring schools.

Presently, there are 5 students at Central and 3 students at Earl Kitchener registered in the Grade 2 program that live in the Allenby area. Parents of 4 students indicated their wishes to return to Allenby School for Grade 3 in September, 1987.

Based on this information, the proposed school organization for next September will be:

Grade 1/2 - 17 students
Grade 2/3 - 18 students
Grade 4/5 - 21 students

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared By: *Ronald A. Kennedy, Area Superintendent*

Submitted By: *Keith A. Rielly, Superintendent of Operations*

Approved By: *Arnold J. Krever, Director of Education.*

The Board of Education for the City of Hamilton

Education Centre,
100 Main Street West,
Hamilton, Ontario.
L8N 3L1

1987 06 02

To The Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, ONTARIO.

RE: FAIRVIEW SCHOOL - Administrations' Reaction to the Report of the Review/Analysis Committee

Ladies and Gentlemen:

BACKGROUND:

- *The 1986-87 Accommodation Report, presented to EMC on 1987-01-07, recommended that Fairview School for the trainable retarded be studied for closure according to policy.*
- *This recommendation was passed by the Board on 1987-01-15.*
- *Mrs. Bereza, chairman of the Review and Analysis Committee, presented their "Report and Recommendations" to the Education Management Committee on 1987-05-05.*
- *The administration has now reviewed the Committee brief for the purpose of reaction and recommendations.*

ADMINISTRATIONS' REACTION TO RECOMMENDATIONS IN THE BRIEF:

- *The enrolment projection for Fairview School for September, 1987 is approximately 20 students. This is not seen as a satisfactory operating level when space is available in other schools.*
- *Administration supports the establishment of a satellite program at Prince Philip School. Classroom space is available, and with modifications can be made appropriate for trainable retarded students. This school offers close proximity for the students considered medically frail from the Rygiel Home and others who would be attending this satellite program.*
- *Administration also supports the establishment of an additional satellite class at Sir Winston Churchill Secondary School. Classroom space can be made available, and the school is accessible to students with special needs.*
- *While Administration can appreciate the concern of parents wanting a junior program at Vincent Massey School, we believe that a second satellite program should be opened at Prince Philip School, an option which is supported by the parents of the children concerned. Administration is also prepared to examine a junior program at Vincent Massey when numbers warrant such action.*

° *Administration can also appreciate the possibility of an ombudsman for trainable retarded students in the last recommendation. However, there are currently a number of legislated avenues for appeal that parents can use at the present time at the local or provincial level. Furthermore, if there is concern relative to identification or placement, staff would prefer to deal directly with parents and their children, not a third party. If the local association for the trainable retarded saw the need to establish such a liaison person, we would be willing to work co-operatively with any individual selected in order to ensure proper programming for students identified as trainable retarded.*

RECOMMENDATIONS:

1. *That Fairview School be closed* ***effective 1987-06-30.***

2. *That the following new programs be established:*

   (a) *a satellite program consisting of two classes at Prince Philip School.*

   (b) *an additional satellite class at Sir Winston Churchill Secondary School.*

PREPARED BY: *Ronald A. Kennedy, Area Superintendent*

SUBMITTED BY: *Peter S. Beveridge, Associate Superintendent of Curriculum*

APPROVED BY: *Arnold J. Krever, Director of Education.*

har/

100 Main Street West
Hamilton, Ontario
1987 06 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Special Education Classes in Regular Schools
ACCOMMODATION/INTEGRATION Considerations

In the attached Appendix A, Mr. Adams, Supervisor of Special Education and contributing member of the Director's Accommodation Committee has authored a brief paper which reviews the evolution of segregated special education classes and discusses the many factors that must be acknowledged when carefully placing a special class in any school in our system.

It is apparent that in establishing special education self-contained classes in regular schools the following basic criteria must be taken into account:

- The long term availability of appropriate classrooms.
- The number of special education classes currently in the school. It should be noted that wherever possible, it is desirable to have more than one class in any given building in order to collectively plan and discuss strategies, team teaching, etc.
- The number of regular classes in the school. Particular attention should be paid to division level of classes and general grade spread.
- The type of exceptionality to be served and the structure of the physical plan (single floor / multi floors / elevator, etc.).
- The proximity of the school to the students to be served.
- The availability of resident school resources - learning resource teacher, educational assistant, vice-principal, etc.

When the aforemention is given careful consideration the possibilities of optimum integration are greatly promoted.

At a recent committee meeting, Chairman Ruth Van Horne drew a comparison between social interaction strategies and program integration. Naturally there is a degree of positive overlap between these strategies which are directed toward the social, emotional, physical and intellectual development of the individual student.

cont'd.

Generally speaking, program integration is expected of students in the following classes:

. behaviour disability

. specific learning disability

. general learning disability

. physically handicapped

. visually handicapped

. auditorily handicapped

. trainable retarded in special situations as appropriate

Certainly the type and degree of integration expected is one of the determining factors relative to the number of special education classes and other exceptional students which can be appropriately serviced within a given educational setting.

In terms of general statistics there are currently one hundred and fifty-two special classes being accommodated in sixty-one elementary schools. The ratio of special education classes to regular classes ranges from as low as one special education class to twenty-four regular classes to a high of three special classes to five regular classes. It should be noted that two of these special education classes are designated as trainable retarded and are only involved with very minimal program integration. The Special Education Department and the Area Superintendents are continually aware of the need to keep the aforementioned ratio as appropriate as possible in order that students will have greater possibilities for integration.

Periodically administration has laboured with the possibility of establishing specific guidelines relative to ratios and the placement of special education classes. Due to the varying nature of the needs for integration which differs from student to student and class to class, it is virtually impossible, and we believe inadvisable, to establish rigid guidelines that could well react adversely and limit the establishment of mandated, necessary programs. While specific guidelines would be almost impossible to develop and are not recommended, administration continues to believe that exceptional students should have ample opportunity to experience profitable, social interaction and program integration experiences and is committed to such a goal.

SUMMARY

In summation, the Accommodation Committee annually reviews, with the Special Education Department, the ongoing needs for special education space within the system. The committee is most sensitive to the need and desirability for appropriate integration for all exceptionalities. The committee's major criteria for the establishment of special education classes within a given school is the ability to provide a meaningful, profitable, learning experience for individual exceptional students.

THIS REPORT BE RECEIVED FOR PURPOSES OF INFORMATION

Prepared and submitted by: A. J. Krever
P. S. Beveridge
R. G. Adams

Approved by: A. J. Krever

APPENDIX A

Special Education Classes in Regular Schools
ACCOMMODATION/INTEGRATION Considerations

HISTORICAL PERSPECTIVE

From the early 1920's through to the late 1970's, the Board of Education for the City of Hamilton has always maintained some type of special education self-contained classes in regular schools. In the early years, these were known as auxiliary classes, somewhat comparable to our current General Learning Disabilities Classes. In placing those early self-contained classes in regular schools, the following factors should be noted:

- In general, accommodation was not a factor as schools were being built to accommodate a growing population with corresponding funding from the Ministry of Education.
- The classes were placed in schools where the need was demonstrated and transporting students was relatively rare.
- The regular school classes/programs were classroom oriented with little interaction among classes as is the practice today.
- The special education classes were self-sufficient with little integration out, except in special cases.
- In the early years, many students with severe disabilities did not attend school or were serviced by other agencies, service clubs, etc.
- The numbers of special needs students were far fewer and parental expectations were less demanding in contrast with today and the mandate of Bill 82.
- The 1970's witnessed: a growth in special classes; an awakening relative to the value of integration; the effect on the regular class teacher; the closure of schools--all of which underscored the need to place special education classes appropriately across the city.
- In the 1980's, the Director's Accommodation Committee included the Supervisor of Special Education to provide input relative to accommodation and the placement of special education classes.
- The closure of some of the segregated schools for the trainable retarded placed an additional stress on accommodation availability in the elementary schools.
- The late 1970's and early 1980's were characterized by school programming becoming more and more diversified which required classroom space and thereby causing accommodation placement difficulties for special education classes.

cont'd.

. The shifting population of Hamilton away from the city core to the upper city area and newer one-floor plan schools resulted in mountain schools being over capacity; lower city, multi-floored schools had classroom space available but were appropriate only for certain types of exceptionalities.

. Finally, the implementation of responsibility legislation (Bill 82) and its implications, coupled with the trend to have special education students attend a neighbourhood school, have added further implications to the whole issue of accommodating self-contained classes.

CURRENT INTEGRATION PRACTICE/BASIC GUIDELINES

The integration of exceptional students from a self-contained class into a regular class is based upon the following:

. The integration must be a profitable experience for the student(s) involved.

. The details of the integration plan must be fully understood and discussed by all involved (administration, teachers, students).

. Student expectations must be fully understood by the teacher(s) of the regular classes.

. Ongoing evaluation of the integration plan.

. The number of exceptional students integrated into a regular class must respect the current collective agreements.

In addition to the above integration guidelines, the following are also considered:

. Integration is not the indiscriminate placing of exceptional students into a regular classroom.

. Integration is not utilized to expedite timetabling.

. An integration plan must be communicated to all involved and a "case manager" established (Learning Resource Teacher, Special Education Teacher, etc.).

. Successful integration will require knowledge of the learning style of the student.

. Integration must be perceived as a shared responsibility for the benefit of the students.

. A profitable integration experience for the student must consider the class placement (size, teacher, the regular students), the students being integrated (academic level, social/emotional development) and the support services in the school.

cont'd.

ACCOMMODATION/INTEGRATION CONSIDERATIONS

The following factors relate to the current placing of self-contained classes in regular schools across the city:

- The availability of appropriate classrooms for special education self-contained classes.
- The shifting population trend to the mountain which has strained the accommodation of the existing upper city schools.
- The school closures which have reduced the availability of classroom space for self-contained classes.
- Where classroom space is available, it is likely there will be an area of general population decline which also reduces the number of regular classes in the school.
- The increased demand on school space over the years, due to the additional space being required by Learning Resource Teachers, Speech/Language Pathologists, lunchroom programs, other resource personnel/programs, adult education, expansion of the French Program, etc.
- While the current greatest need of classroom space and integration availability is at the junior level, the currently identified students will eventually move into the middle and/or K-8 schools where current space availability is already strained.
- Consideration must be given to the type of exceptionality and the physical school plan, e.g. stairs, accessibility to transportation, etc.
- The number /type of special self-contained classes in relation to the regular classes (teacher/pupil ratio and grade spread) must also be considered to facilitate realistic and meaningful integration.

KEY FACTORS IN EFFECTIVE INTEGRATION

While all the aforementioned factors influence effective integration and the placing of self-contained classes in regular schools, the school is responsible for translating a policy into workable plans.

The total school environment must provide support. Principals must provide motivation, direction, co-ordination and help teachers in their schools to see how integration can work to the benefit of all and provide ongoing support for the teachers' efforts. Principals must know what is happening in the classroom and be willing to provide feedback as appropriate. The principal must provide the co-ordination of many activities, efforts and goals of the personnel that share the responsibility for the exceptional students.

In addition to the school being physically able to support the mobility of all its students, the staff and students should be prepared to work toward the provision of optimum integration opportunities. Risk taking by all involved should be promoted as a learning experience from which all can benefit.

cont'd.

Thus, effective integration and the practice of self-contained classes in regular schools is an attitude of acceptance as well as a plan of action under the direction of the principal by the staff and students. When these factors are in harmony, integration becomes a meaningful experience for all concerned.

GUIDELINES VERSUS GENERAL PHILOSOPHY/ATTITUDE

In summary, the placing of special education students in self-contained classes in relation to the number of students in regular classes has always been considered when determining accommodation. In the opinion of the administration, specific guidelines are not feasible in that each school represents unique opportunities for integration. It is not possible to assess within a general statement or guideline the many factors that are involved in the integration of various disabilities.

While guidelines are not recommended, we would propose the following statement of position:

> **The exceptional student should have ample opportunity to experience a normal school environment.**
>
> **Resources within the school should be capable of sustaining the needs of exceptional students.**
>
> **Adequate in-service and communication of program strategies should be available in any setting chosen to include exceptional classes.**
>
> Parental input should always be an integral part of any special education program.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 05 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Leo Aurini be appointed to the position of Acting Principal of a Secondary School, effective 1987 09 01, with salary according to schedule.

(b) That Geza Kocsis be appointed to the position of Acting Vice-Principal of a Secondary School, effective 1987 09 01, with salary according to schedule.

(c) That the following teachers be appointed to the position of Acting Head of Department (History), effective 1987 09 01, with salaries according to schedule:

Michael Green

Allen Whyte

(d) That David Simpson be appointed to the position of Acting Assistant Head of Department (History), effective 1987 09 01, with salary according to schedule.

(e) That the following teachers be appointed to the Probationary Staff, effective 1987 09 01, with salaries according to schedule:

Mark Jones

Thomas O'Brien

(f) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Lucy E. Cook, 1987 05 14 to 1987 06 26 (.5)

Beatrice Dabolins, 1987 03 23 to 1987 05 08

Barbara Gibson, 1987 04 14 to further notice

Jennifer MacLean, 1987 04 14 to further notice

Jean L. Mah, 1987 03 23 to 1987 04 23

Denise Warrick, 1987 05 11 to 1987 06 26

(g) That the effective dates of Sharon Dobbie's appointment to the Occasional Staff, approved at the May Meeting, be changed to 1987 05 15 to 1987 06 26 (.5).

(h) That Lauren Tindall be returned from Leave of Absence and assigned teaching duties, effective 1987 09 01 (.5).

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Elizabeth D'Angelo, 1987 06 29 to 1987 11 23

Irene Eves, 1987 09 01 to 1987 12 28

Gloria Guitar, 1987 09 01 to 1987 12 28

Patricia Kadechuk, 1987 09 01 to 1987 12 28

Kathryn Raos, 1987 08 03 to 1987 11 27

Nancy Turnbull, 1987 08 03 to 1987 11 30

(j) That the request of Lee Raso for a Maternal Leave of Absence, effective 1987 09 01 to 1987 12 28, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Personal Reasons, until 1988 01 31.

(k) That the effective dates of Kathleen Comeau's Maternal Leave, that was approved at the April Meeting, be changed to 1987 05 20 to 1987 08 31.

(l) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Dorothy Willson, 1987 09 01 to 1988 01 31

Gloria Woodruff, 1987 09 01 to 1988 08 31

(m) That the requests of the following teachers for extensions of their Personal Leaves of Absence, effective 1987 09 01 to 1988 08 31, be granted:

Josephine Fleming

Heather Germain

(n) That the request of Marguerite Kula for a Leave of Absence, effective 1987 09 01 to 1988 08 31, in order to serve as Chief Negotiator and Economic Policy Chairperson for the Hamilton Teachers' Federation, be granted.

(o) That the request of Lauren Tindall for a Leave of Absence, effective 1987 09 01 to 1988 08 31 (.5), in order to serve as President of the Hamilton Women Teachers' Association, be granted.

(p) That the requests of the following teachers for extensions of their Long Term Disability Leaves of absence, effective 1987 09 01, be granted:

Mary Law

Victoria Williams

(q) That the resignations of the following teachers, who are retiring on superannuation, effective as shown, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan:

Gerald Johnson, 1987 06 30

William Robinson, 1987 06 30

Pearl Sojnocki, 1987 07 31

(r) That the resignations of the following teachers, effective 1987 08 31, be accepted with regret:

Marie Louise Kelday

Peter Queck

Valentine Planida

(s) That approval be given to an extension of the loan of the following teachers to the Department of National Defense, to teach in Europe under the usual contract arrangement, for the period 1987 09 01 to 1988 08 31:

Gordon Carruth

John McKnight

(t) That the action of the Superintendent in permitting George Petrovic to take Primary/Junior Physical Education Part 1, be approved, and that he be reimbursed for the registration fee of $266.00 upon submission of proof of successful completion of this course.

(u) That the following trip requests be approved:

(i) Delta, Grades 9-12, New York. New York, U.S.A., 1987 06 25-29 (Thursday to Monday)

(ii) Hill Park, Grades 9-13, Washington, D.C., 1988 05 18-22 (Wednesday to Sunday)

(iii) Westdale, Trainable Retarded, Valens Conservation Area, 1987 06 15-16 (Monday to Tuesday)

(iv) Westdale, Trainable Retarded, Valens Conservation Area, 1987 07 18-19 (Thursday to Friday)

(v) George L. Armstrong, Grade 7 History, Midland, 1987 06 04-05 (Thursday to Friday)

(vi) Lawfield, Grade 7, Midland, 1987 06 12

(vii) Queen Mary, Grades 6-8, 1987 06 08-10 (Monday to Wednesday)

(viii) Ryerson, Grade 8 French Immersion, St. Donat, Quebec, 1988 01 10-13 (Sunday to Wednesday)

(ix) Tweedsmuir, Grade 8, Outdoor Education, Camp Olympia, Huntsville, 1987 10-12 (Wednesday to Friday)

CA4 ON TBL W26
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URBAN MUNICIPAL
AUG 3 1987
GOVERNMENT DOCUMENTS

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1987 09 01

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response to Ministry of Education Proposal re Ontario Heritage Language Program - Requested at E.M.C. 1987 06 30 - attached **pages 1 to 4**

2. Communications Program - Evaluation - Requested at Board 1986 03 13- attached **pages 5 to 10**

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Continuing Education - Accommodation Expansion - Fairview School - attached **pages 11 to 14**

3. Native Languages - 1987 - attached **pages 15 and 16**

4. Report re Proposed Child Abuse Prevention Curriculum - attached **pages 17 to 23**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Core French - Introduction in Earlier Grades - Report from Officials Requested at E.M.C. 1987 06 30 - attached **pages 24 to 28**

NEW BUSINESS:

1. Recommendations of the Director of Education - attached **pages 29 to 31**

2. Request re: "4 Over 5" Plan - Jamie Quinn - attached **page 32**

3. O.S.S.T.F. Presentation re Leave of Absence for Malcolm Buchanan - attached **pages 33 and 34**

100 Main Street West
Hamilton, Ontario
1987 09 01

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: The Board of Education for the City of Hamilton's Response to the Ministry of Education Document "A PROPOSAL FOR ACTION - ONTARIO'S HERITAGE LANGUAGES PROGRAM"

At the July, 1987 Education Management Committee meeting, a recommendation was surfaced relative to responding to a recent Ministry of Education document related to the Heritage Language Program.

During the summer, much consideration by various groups including ALSBO and OAEAO has occurred, indicating a fair degree of provincial concern. Since boards have the opportunity to submit a reaction to the aforementioned document prior to September, 1987, the attached suggested response has been developed for consideration by the elected officials.

It is recommended that:

The Board of Education for the City of Hamilton submit the attached response related to the Ministry document - A Proposal for Action - Ontario's Heritage Languages Program, to the Ministry of Education prior to 1987 09 30.

Prepared and submitted by:

Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

Clifford H. Howell, Supervisor of Continuing Education

F. Neumann, Administrative Assistant

Approved by: A. J. Krever, Director of Education and Secretary

rm

1987 08 24

The Centre of Early Childhood and Elementary Education
Ministry of Education
17th Floor, Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2

Dear Sir or Madam:

Re: Board of Education for the City of Hamilton's Response to "A PROPOSAL FOR ACTION - ONTARIO'S HERITAGE LANGUAGE PROGRAM"

The Board of Education for the City of Hamilton has long recognized the important need the Heritage Languages Program fills in our multi-cultural community and has actively encouraged and supported this program since 1975.

Presently, Heritage Language classes are offered on weekends or during the early evening hours. We have a student enrolment of 1860 pupils and we co-operate with 22 different ethnic associations in program development. The Hamilton Board welcomes the current proposals and appreciates the initiatives of the Ministry which indicates an expansion of its commitment to Heritage Language in elementary schools in Ontario.

If Heritage Language programs were to be integrated into our regular day program as a language of instruction or a subject within the curriculum, our administration feels that such action would have serious implications regarding recruitment and training of qualified staff, availability of appropriate texts, which languages to offer and by what selection process, sites for programs, transportation, impact on other subjects within the existing curriculum, etc.

Reaction to the Ministry "Plan of Action"

Relative to the Ministry's proposed five initiatives, the Hamilton Board would offer the following observations and reactions:

1. A school board would be required to provide instruction within 90 days of receiving a written request from parents for instruction in a particular language, if there is a minimum **enrolment** of 25 pupils.

   (a) If the funding proposal is contingent on having a minimum enrolment of 25 students, existing and future programs may be seriously constricted. Boards should not be penalized for offering Heritage Language Programs where enrolment is less than 25 pupils or when they attempt to continue to offer such a learning opportunity when

enrolment declines. Funding penalties should not come into effect until such enrolment drops below 17 (2/3 of 25 students).

(b) It is suggested that the Heritage Language Program continue to include the language/culture/history of the parents' homeland, but not include sports, recreation, politics and/or religion.

(c) There needs to be a clear understanding regarding the transportation of students. Unless there is separate funding for the transportation of Heritage Language students, boards should not be required to provide such transportation.

2. The Ministry will provide an incentive fund to encourage school boards, in partnership with other agencies and groups, to sponsor **in-service** opportunities for Heritage Language instructors.

In-service of teaching staff is a recognized need and should substantially improve the quality of the program. The Hamilton Board sees this need as ongoing and not merely as an initial funding thrust.

3. The Ministry will produce a program **resource guide** in English and in French and promote awareness and sharing of resource materials produced by school boards, ethnocultural organizations or other agencies. An advisory committee will be established, comprised of representatives of school boards, other institutions and the Ministry, experienced in Heritage Language Programs.

The Board welcomes the development of a resource guide for the Heritage Language Program. Such a guide would promote program uniformity by defining general procedures.

4. The Ministry will provide an incentive fund for the development of student **learning materials.**

The better the quality of the student learning material, the better is the quality of the program itself. The Hamilton Board supports this initiative.

5. The Ministry will provide incentives for **research** and for the gathering and sharing of information relative to successful practices in a Heritage Language Program.

The Hamilton Board also supports this initiative, believing that such research should stimulate the advancement of the Heritage Language Program.

SUMMATION

The Hamilton Board welcomes the current Ministry of Education's initiatives and the clearly enunciated proposal for a long-term commitment to the Heritage Language Program.

In order to promote the continual and consistent future development of Heritage Language Programs, it will, of course, be necessary for the Ministry of Education to make a strong commitment to ongoing, long-term funding. Demonstrated adequate financial support for this program will ensure that the needs of students in this important facet of education will continue to be addressed in a most effective manner.

Officials of the Hamilton Board are quite prepared to provide further input if additional elaboration is necessary. The opportunity to respond to this document is appreciated.

Sincerely,

A. J. Krever
Director of Education and Secretary

rm

THE QUANTITATIVE REPORT
OF THE 1986-87
SYSTEM PUBLIC RELATIONS COMMITTEE
INITIATIVES

Recommendation:

That this report be received for information.

INITIATIVES OF THE SYSTEM SYSTEM PUBLIC RELATIONS COMMITTEE	STRATEGIES	STATUS		
		COMPLETED	ONGOING	PLANNING STAGE
Staff Recognition	1986 Secondary Coaches Banquet	X		
	1986 Elementary Recognition Event	X		
	1987 Secondary Teachers Recognition Event	X		
	1987 Elementary Recognition Event	X		
	Newspaper Tributes		X	
	Retirement Receptions - June '86 - June '87	X X		
	Quarter Century Club Dinner - '86 - '87	X		X
Education Week	1986	X		
	1987 - Mall Displays - Newsletters - Calendar of Events - School Open Houses - Media Involvement	X		
School-Business Partnerships			X	X
Media	Radio		X	
	CHCH-TV "Our Students Do Well"	X	X	
	In-house Video Productions	X	X	
Image-Building	Logo		X	X

INITIATIVES OF THE SYSTEM SYSTEM PUBLIC RELATIONS COMMITTEE	STRATEGIES	STATUS		
		COMPLETED	ONGOING	PLANNING STAGE
Board Vehicle Signs		X(3)	X	
Print Communications	Information Sheets: . Newly Updated: Overview - Facts and Figures (#3) Overview - School System Staff (#4) Media Services (#16) . Currently Updating: About the Board's Structure (#1) Board/Administration Structure (#2) School Facilities (#5) Continuing Education (#11) Co-operative Education (#12) Special Education (#18) Alternative Education (#31) . In Place: #6 through #30, excluding above numbers. Annual Report: . 110,000 printed . door-to-door distribution . 1,000 copies available for visitors throughout 1987 . generated many calls (Rentals, Transportation, Accommodation, etc. Back-to-School Newspaper Supplement . door-to-door distribution. . well-received. . generated many telephone calls		X	

INITIATIVES OF THE SYSTEM SYSTEM PUBLIC RELATIONS COMMITTEE	STRATEGIES	STATUS		
		COMPLETED	ONGOING	PLANNING STAGE
Print Communications	Presentation Folders: . being used widely for constructing information kits, promoting our school system at conferences, etc. School Location Map and Telephone Directory: . appreciated by all recipients Brochures: . "Welcome to our School" . "Welcome" 1987 edition now being printed (to Board meetings) . "Does Your Child Need Special Programs?" . "At My Child's School - Whom Do I See? What Do I Say?" . Outdoor Education (being developed) (brochures distributed widely through schools, supervisors and consultants)		X	
Photography Assignments			X	
Networking		X(1)		X(1)

INITIATIVES OF THE SYSTEM SYSTEM PUBLIC RELATIONS COMMITTEE	STRATEGIES	STATUS		
		COMPLETED	ONGOING	PLANNING STAGE
Speakers' Bureau	Brochures	X		
	Events		X	
Outreach	1986 Corporate Challenge	X		
	1987 Corporate Challenge	X		
	1986 Cancer Ride	X		
	1987 Cancer Ride	X		
Programs to Meet Needs of Emerging Markets	Publicity for '86	X		
	Example - Adult Day School '87		X	
School-based Activities	. P.R. evenings that promote the school . t-shirts . pins - to promote schools . school-promoted "authors" . camera equipment . reunion cookbook . school conferences . Open House events . movable sign boards . newspaper ads . promotional pamphlets . brochures . refrigerator magnets	X	X	

INITIATIVES OF THE SYSTEM SYSTEM PUBLIC RELATIONS COMMITTEE	STRATEGIES	STATUS		
		COMPLETED	ONGOING	PLANNING STAGE
School-based Activities	. sponsored "Runs" . Santa Claus Parade . "Apple" distribution and duplication	X	X	
Staff Involvement Activities	90 staff P.R. presentations	X		

100 Main Street West
Hamilton, Ontario
1987 09 01

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Continuing Education
Accommodation Expansion - Fairview School

BACKGROUND

The Southview/McIlwraith Adult Learning Centres have been in operation since September 29, 1986. The physical capacities and facilities of adult centres have allowed for the development and expansion of those specific programs deemed to be of prime import for adults of all ages.

To date, the programs that have evolved, reflecting the personal interests and the educational/career goals of the adult community, are as follows:

- **Adult Basic Education Program** (ABE) - Upgrading basic English and Mathematics skills to Grade 8 level (includes basic literacy and numeracy)

- **Secondary School Credit Program** - Credit courses (grades 9-13, basic, general and advanced levels) are purchased from the Independent Learning Centres and provided for those adults who desire to upgrade and/or complete the requirements for their Secondary School Graduation Diploma and who are unable to attend school on a regular basis.

- **General Interest/Self Improvement Courses** (Southview) - Popular daytime fee paying courses of general interest providing adults of all ages with the opportunity of experiencing a wide variety of skill development and leisure-time activities of a practical nature.

The Adult Basic Education and Credit Programs are offered mornings, afternoons and evenings. Fall, Winter and Summer terms have extended the Centres' period of operation for the adult learning to 46 weeks a year. As of this writing, over 1300 registrations (including General Interest Courses) have been received at the Centres.

PROGRAM DEVELOPMENT

The Problem

The development of comprehensive programs in English as a Second Language classes and and a modified adult basic education program for the developmentally handicapped adult over 21 years within the Adult Learning Centre concept have been somewhat delayed due to either the demographic distribution of the various ethnic groups or the lack of adequate facilities within the existing Centres.

The Accommodation

. **E.S.L. Program** - At present, the central mountain area does not appear to contain sufficient numbers of newly arrived immigrants to be attracted to the Southview location. The main area of support for the Continuing Education Department's E.S.L. classes comes from the central part of the Lower City.

. **Modified ABE Program** - The quantity and variety of programs that have evolved at Southview have generally necessitated the use of those facilities that would have been required for the developmentally handicapped adult over 21 years. The Southview Adult Learning Centre, however, is currently providing an academic setting for higher functioning adults from the aforementioned target group and has seven adults enrolled in the A.B.E. program. These adults, some of whom are graduates of Vincent Massey, are able to function semi-autonomously and have the behavioural/social and self-help skills that have allowed them to successfully integrate into the A.B.E. program.

. The development of the aforementioned programs (ESL, Developmentally Handicapped) would require classroom space in excess of that available in the existing Centres. However, in the initial phase of operation, it would appear that these programs could not maximize use of an entire facility.

A Proposed Solution

As of this writing, the Continuing Education Department and the Jewish Community Centre, through the Executive Director, Mr. Sid Brail, have concluded that joint occupancy of Fairview School, on an interim basis, would meet the accommodation requirements of both groups. The Jewish Community Centre's program includes the nursery program formerly located at Agnes MacPhail.

FAIRVIEW SCHOOL

The Programs

. **Modified ABE** - Personnel from the Hamilton and District Association for the Mentally Retarded, Ms. Sue Smith and Mr. Terry Alyman, directors of Residential Services and Community Resources, have indicated that there is a substantial waiting list of adults who are seeking admission to the Life Skills Training Centre (Eastview).

A basic program of literacy and numeracy for developmentally handicapped adults over 21 who are not interested in or who are not prepared to enter a sheltered workshop or a competitive work field could be offered at the Fairview Centre.

Such a program could focus on the developmental domains of:
.Cognitive - includes basic literacy and numeracy
.Communications - how to say it
.Emotional - behavioral shaping
.Self Help - cooking, laundry, personal hygiene
.Social - Recreational - Stimulation

The above educational program would provide the developmentally handicapped adult with the opportunities to:

. practice old skills
. learn new skills

. modify those physical, social/emotional and mental skills deemed important to the individual's needs in his/her striving to live in harmony with his/her environment.

Thus, such a Continuing Education program at Fairview would be responding to an apparent need within the community for additional educational opportunities as well as being compatible with the network of programs and services being offered by the community based agencies.

. **English as a Second Language** - McMaster University has attracted a number of newcomers to West Hamilton as both students and staff. There are a number of families who could benefit from English instruction and who might appreciate the proximity of Fairview as an alternative to the more distant locations in the centre of the city.

. **Adult Basic Education** (A.B.E.) - An upgrading class could be offered to those adults living in West Hamilton who are interested in improving their English and Mathematics to a Grade 8 level.

. **Secondary School Credit Program** - Credit courses leading to the Secondary School Graduation Diploma could be made available to those adults living in West Hamilton who are unable to attend school on a regular basis.

. **General Interest Daytime Classes** - Fairview is community centred for adult students from the West Hamilton, Dundas, Ancaster areas.

FINANCIAL IMPLICATIONS

Estimated Annual Expenditures	
Instructional and Secretarial Salaries and Benefits	$241,000
Instructional Supplies, Textbooks and Teaching Materials	20,000
New Furniture and Equipment	11,000
Rental of Equipment	1,000
General Supplies	3.000
Repairs and Renovations	13,000
Plant Operation and Maintenance (net of recovery through rental)	48,000
	$337,000
Estimated Annual Revenue	
Adult Basic Education Grant	119,000
English as a Second Language Grant	79,000
Correspondence/Self-Study Grant	30,000
General Interest Tuition Fees	2,000
	$230,000
Net Expenditure	**$107,000**

SUMMATION

The above programs would not develop rapidly enough to warrant the immediate need of Fairview in its entirety. Sharing the facility with a community based agency on an interim basis would provide the Hamilton Board of Education with a source of revenue. At the same time, it would provide the opportunity to evaluate community response to the Fairview programs relative to a permanent decision on the viability of Fairview School as an Adult Learning Centre.

RECOMMENDATION

That the Board of Education for the City of Hamilton approve, on an interim basis, the use of Fairview School as an expansion site for Adult Learning programs, effective October, 1987.

Prepared and submitted by:
Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services
John Penner, Business Administrator/Treasurer
Clifford H. Howell, Supervisor of Continuing Education
James A. Hobbs, Co-ordinator of Community and Volunteer Services

Approved by: A. J. Krever
Director of Education and Secretary

js

1987 09 01

The Chairman and Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: "NATIVE LANGUAGES, 1987"

In recent years, Ontario's aboriginal people have increasingly expressed concern over the loss of native identity.

During the past two decades, PONA (People of Native Ancestry) materials have been produced for Ontario teachers, both elementary and secondary, by the Ministry of Education. These are available in all of our schools.

In 1986 and 1987 plans for Ontario's NSL (Native-as-a-second language) programme were developed, culminating in Policy Program Memorandum No. 91A (attached) and a new guideline, Native Languages, 1987 as well as a directive, Grants for Native as a Second Language Program (attached) issued in July, 1987.

In a booklet entitled Ontario's NSL Program: TEACHING AND LEARNING A NATIVE LANGUAGE AS A SECOND LANGUAGE, the following statement is made by the Ministry of Education:

> **School boards will be expected to provide an NSL program in the school year 1987-88 wherever:**
> **. fifteen students have requested instruction in a Native language; and**
> **. a qualified Native language teacher is available.**
> **Where a school board can organize a program with fewer than fifteen students, it may do so.**

In late July, a meeting was held at the Hamilton Regional Indian Centre during which the following information was received:

1. The Indian community in Hamilton would be most interested in working with the Board in conducting a culture and language interest/needs survey among its people.

2. Indian children are enrolled in many of our schools, with the greatest concentrations in the Bennetto-Centennial and W. H. Ballard-Parkdale areas.

3. There are approximately 7,000 Indians living in the Hamilton-Wentworth region.

4. Within the Iroquoian group of languages, Mohawk predominates in this area, with Cayuga a distant second.

5. The staff at the Hamilton Regional Indian Centre can name some qualified teachers if requested to do so.

With the support of the elected officials it would be our intent to hold further discussions with representatives of the Indian community with a view to initiating a needs survey and, if warranted, native languages classes on a pilot basis in September of 1988.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared and Submitted by: C. G. W. McKague,
Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

/md

1987 09 01

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PROPOSED CHILD ABUSE PREVENTION CURRICULUM

The Community Child Abuse Council of Hamilton-Wentworth is requesting of the 3 local boards of education approval in principle of the concept of the development of a comprehensive Child Abuse Prevention curriculum (See letter from chairman Mark A. Ewer - Appendix A).

A task force of the council met over the last year to study the current situation in the region and to make recommendations to the Council. Seven recommendations were made in the final report to Council (See Appendix B).

It would be our intention to publicize the theatrical presentation in our junior schools when it is available. Further, it would be our intention, should this proposal receive approval in principle from the Board, to integrate the proposed new curricula into existing programs.

There is no question that there is a need for abuse prevention programs in our schools. This would appear to be an excellent opportunity to develop materials co-operatively with other boards and with community organizations.

RECOMMENDATIONS

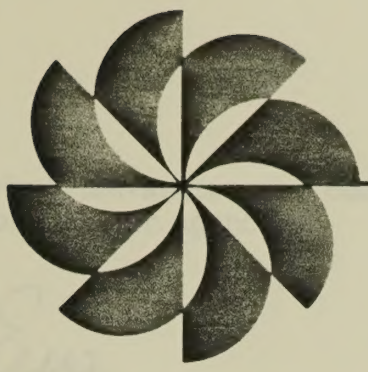
1. **THAT APPROVAL IN PRINCIPLE BE GIVEN TO DEVELOP A CHILD ABUSE PREVENTION CURRICULUM IN CO-OPERATION WITH THE TWO OTHER BOARDS OF EDUCATION IN THE REGION.**

2. **THAT OUR JUNIOR SCHOOLS BE PERMITTED TO SCHEDULE THE PROPOSED THEATRICAL PERFORMANCE ON CHILD ABUSE PREVENTION WHEN IT IS AVAILABLE.**

Prepared & Submitted by:
C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by:
A. J. Krever, Director of Education

/md



Community Child Abuse Council

OF HAMILTON—WENTWORTH

July 16, 1987

Mr. A. Krever
Director of Education
Hamilton Board of Education
Box 558, 100 Main Street West
HAMILTON, Ontario
L8N 3L1.

Dear Mr. Kreevor

I am pleased to enclose a copy of the Report of the Council's Task Force on Prevention.

This Sub-Committee of the Council has been working for approximately one year assessing options for delivering Child Abuse Prevention Programming to children in the Hamilton-Wentworth region. The terms of reference of the Task Force are found on page 1 of the Report.

The Report suggests that the most comprehensive approach to Child Abuse education involves incorporating prevention concepts in curriculum. As well, it may be possible for our three local Boards of Education to work together on such curriculum development. In this regard, the Council is prepared to support this in any way possible as this project is one of our highest priorities, reflecting what we feel is significant concern on the part of local citizens and professionals.

We are asking that your Board consider giving approval in principle to the concept of developing a comprehensive Child Abuse Prevention curriculum. This would allow an opportunity for representatives of the Boards and the Council to meet over the summer to begin initial planning with regards to funding such a project. As suggested in the Report, the Council hopes to be able to make a Child Abuse Prevention play available to local schools in the Fall. This is intended to be an interim or introductory measure during the period when curriculum materials are being prepared.

On behalf of the Council, I would like to thank your Board for your contribution to the Council's work, through your representative, Joe Yurkiw

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Community Child Abuse Council
of Hamilton-Wentworth
143 Wentworth Street, South
Hamilton, Ontario L8N 2Z1
Telephone (416) 522-1121

we hope the Hamilton-Wentworth community are enriched by the full participation of our member agencies.

Sincerely yours

Mark A. Ewer

(Mr.) Mark A. Ewer
CHAIRMAN

MAE/af
Encl.

Community
Child Abuse Council
OF HAMILTON—WENTWORTH

TASK FORCE ON THE PREVENTION OF CHILD ABUSE - FINAL REPORT

INTRODUCTION:

In the Spring of 1986, The Community Child Abuse Council of Hamilton-Wentworth set as a priority, the study of possible options for the delivering of Child Abuse Prevention Programming in the schools of the Regional Municipality of Hamilton-Wentworth. All three local Boards of Education have provided limited educational programming which was designed to make children more aware of abusive or dangerous circumstances. It would appear that this has been provided on an ad hoc basis as planned by individual teachers rather than in a co-ordinated fashion such as through the building of such material into current curriculum. In 1984-85, The Children's Aid Society of Hamilton-Wentworth did make a film and speaker resource available to local schools on a free basis. This programme proved to be very popular but had to be discontinued due to the lack of ongoing funding.

Due to the extreme interest in this topic shown by members of the Council, the formation of the Task Force was announced in August 1986, chaired by the current chairman of The Community & Child Abuse Council of Hamilton-Wentworth. A Task Force was formed by representatives of member agencies of the Council.

The following terms of reference were confirmed by the Council:

1. To educate children so that they can protect themselves from abusive adults (parents and others).

2. To create an environment where children would report abusive circumstances to adults who could help them.

3. To educate adults to be sensitive to these issues and to act in the interest of children who are disclosing abusive situations.

4. To generally make the community more aware of the need to protect children so that high priority is given to these issues.

STUDY PROCESS:

The Task Force on Prevention met sixteen times between August 27, 1986 and

Community Child Abuse Council
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April 7, 1987. Its work included reviewing written materials, films, video tapes and educational kits that have been developed for the purpose of child abuse prevention. At least four presentations were received concerning various programmes that are currently in existence in Ontario.

Following this, information on the various approaches to Child Abuse Prevention were charted out in similar fashion in order to be able to compare them properly. Further discussion then took place concerning the strengths and weaknesses of each approach by discussing them in terms of such things as organizational complexity, target population, cost factors, evaluation process/effectiveness and adaptability to the Hamilton-Wentworth community. The review not only considered the impact on the children involved but also factors of importance to parents, teachers, community professionals and other interested parties.

As a result of this process, the Task Force developed a series of recommendations to be taken back to The Community Child Abuse Council of Hamilton-Wentworth.

FINDINGS:

The review process has shown that there is a tremendous variety of materials available and approaches that can be taken with regards to child abuse prevention programming. Often the programmes have been initiated with a very narrow focus either with limited subject matter or perhaps very specific target grades at which the programming is directed. Over time many of these programmes have been re-evaluated and adjusted either in terms of content or grades covered in order to be more comprehensive.

In some Communities, the local Boards of Education have taken total responsibility for the development and delivery of child abuse prevention programming. In others, Children's Aid Societies, Child Abuse Councils, Community Groups and interested citizens have joined together with their local Boards of Education to provide such programmes.

Some prevention programmes are based on a curriculum model which can be designed to cover a very broad range of ages and grades. Topics initiated at early grades can be built upon year after year with relevant age appropriate material being added as required.

The cost involved in implementing prevention programmes varies tremendously with the model chosen and the size of the target population that the programme is provided to. Some models involve the use of special kits, puppets, live theatre and other programme elements which sometimes have very substantial costs. As well, there are significant co-ordination and training costs that must be covered, especially in the introductory stages of prevention programmes. Some Communities have obtained start up funds from private donations, the Ministry of Community & Social Services, the Ontario Centre for the Prevention of Child Abuse, local Child Abuse Councils, Boards of Education and other sources.

The development of school curricula is a very lengthy and expensive process also. There are some very well developed programmes now available which can be built upon and tailored to a local community. Boards of Education are generally highly skilled in the development of curriculum material and the development of prevention curricula could perhaps be accommodated within their ongoing plans for curriculum development.

Many of those programmes that have been reviewed can easily be adapted to the Hamilton-Wentworth community. Given the large potential target population, the

impact of various programmes on cost would have to be assessed. Most of these programmes are readily available subject to the availability of funds for purchase as well as the co-ordination involved in implementing them.

In reviewing prevention programmes, the Task Force also considered the methods that were used to evaluate their effectiveness. A variety of approaches has been taken in evaluating these programmes but many are based on a very short-term perspective given the often recent development of such programmes. As well, the data gathered is often very subjective or impressionistic given the nature of the results hoped to be obtained through such programmes. Evaluation often included a survey of children, teachers, parents and others in an effort to ascertain information learned and attitudes developed. Further thought should be given to the most appropriate ways to evaluate these programmes effectively. Although to date there has not been a sophisticated level of evaluation of prevention programmes, the results seen would indicate that the programmes do have a positive impact on the children, teachers, and the parents who have participated in them.

In reviewing various programmes, some aspects have proven to be particularly successful in the eyes of those who have implemented them. Some communities have established a fairly elaborate process for introducing prevention concepts to parents preparatory to delivery of prevention programmes. Active community support has been very important not only in raising money but also in ensuring that programme development overcame hurdles placed in its path by those who were opposed to such an approach.

Similarily, the attitude of teachers who play a significant role in the implementation of such a programme, is extremely important. Adequate teacher training and the provision of proper teaching materials has also proven to be very important.

Some programmes have used plays, puppets or other forms of theatre to introduce prevention concepts to children. Although the general feeling is that these are very effective in terms of making an impression on the children, they do tend to be used on a one time or very short-term basis. Due to the cost involved, such programme elements often cannot be used on an ongoing basis.

The most comprehensive approach to prevention programming would appear to be through the use of a curriculum model. Unfortunately such materials do take a great deal of time and resources to develop (in some cases three to five years). As has been pointed out, some excellent work has been done in this area which can be built upon by local Boards of Education (see Appendix 4, "PS . . . We Care" - developed by the Lincoln Board of Education).

Although it was felt that the development of curricula should be a responsibility of Boards of Education, it was also felt that the Community Child Abuse Council of Hamilton-Wentworth could assume a major responsibility for developing and implementing short-term programmes which would be complementary to the programmes developed by the Boards of Education.

RECOMMENDATIONS:

The following recommendations have been developed for the consideration of the Council.

1.0 That the Community Child Abuse Council of Hamilton-Wentworth play a key role in the provision of a Community Prevention Programme of a short-term nature.

2.0 That until a curriculum approach is in place, the Council provide a prevention programme consisting of a theatrical presentation directed towards the primary school target population of all three Boards of Education. (See Appendix VI)

3.0 That the effectiveness of Council programmes be evaluated, perhaps by obtaining special funding and employing local resources such as the Social Planning & Research Council of Hamilton-Wentworth.

4.0 That the local Boards of Education be encouraged to develop and implement a comprehensive curriculum that will provide child abuse prevention education to all children within their jurisdiction.

5.0 That the Council recommend that a joint approach be taken by the three Boards of Education in the Regional Municipality of Hamilton-Wentworth in developing such a curriculum.

6.0 That the Community Child Abuse Council of Hamilton-Wentworth assist local Boards of Education if requested in the development and implementation of a child abuse prevention curriculum, including the obtaining of sufficient community support for such a programme.

7.0 That the effectiveness of such curricula be evaluated by the Boards of Education implementing them.

April 15,1987

Respectfully submitted by:

Mark A. Ewer
CHAIRMAN
COMMUNITY CHILD ABUSE COUNCIL
OF HAMILTON-WENTWORTH

1987 09 01

To The Chairman and Members
The Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: FEASIBILITY OF INTRODUCTION OF CORE FRENCH IN EARLIER (PRIMARY) GRADES

At the June, 1987 meeting, members of the Education Management Committee requested a report from the officials on the feasibility of the introduction of core French in earlier grades.

The following is a brief summary of current information research and points of view:

1. **According to research, what is the optimum grade to begin core French instruction?**

We quote from a study for the Wellington County Board of Education in 1985 by Philip Nagy and Roslyn Klaiman, O.I.S.E.:

"The impression that children learn language more efficiently in the primary grades than in later grades is largely unsupported in the literature.

The advantages we see for starting core in grade 1 are:

. TOTAL ACCUMULATED HOURS. The main determinant of final skill level is total time accumulated. The advantage is not in capturing the best years for language learning, but in accumulating more hours more quickly.

. WIDESPREAD SUPPORT IN THE COMMUNITY. A start in kindergarten or grade 1 is favoured by 75% of immersion parents, 50% of English program parents, 80% of French teachers, 66% of non-French teachers, and 70% of principals (NOTE: These are Wellington County statistics).

. ATTITUDE DEVELOPMENT. There is evidence that better attitudes to learning French result from an earlier start.

. PROBLEMS OF ADOLESCENCE. A stronger skills base can be built before the self-conscious years of early adolescence, at which time many students are reluctant to demonstrate their oral skills in front of the class.

. FINANCIAL ADVANTAGES. The Ministry grant structure based on accumulated hours encourages an early start to core French (NOTE: Hamilton's grant rate will differ from that of Wellington County).

Some of those opposed to primary French argue that there is no room in a crowded curriculum. There is ample evidence, in fact, that one can expect considerable transfer of skills from a well designed core French program to English. There is also considerable support for the idea of incorporating French teaching into other subjects; music is the example which comes most readily to mind. About two-thirds of the teachers support oral and conversational methods for teaching core, including half the non-French teachers. An additional one-sixth support immersion methods -- "Sesame Street style" -- to teach core, although this group did not include any non-French teachers. Thus, we suggest that time spent on French should not be regarded as time lost to all other subjects.

2. **What Southern Ontario boards include in their programs core French in the primary division?**

	Starting Grade	
Brant County	Grade 1	20 min/day
York County	Grade 1	40 min/day
City of York	Grade 3	20 min/day
Victoria County	Grade 1	20 min/day
Metro Sep.	Grade 1	20 min/day
North York	Grade 3	20 min/day
Bruce-Grey RC	JK	20 min/day
Grey County	Grade 1	20 min/day
Carleton	SK	20 min/day
"	Grade 1	40 min/day
Ottawa	SK	30 min/day
"	Grade 1	40 min/day
Stormont-Dundas-Glengarry	Grade 2	40 min/day
Stormont-Dundas-Glengarry RC	SK	40 min/day

3. **What points of view do the Supervisors of Primary-Junior Education and Languages have?**

The elementary Core French program in Hamilton was expanded in September, 1985 in keeping with ministry goals and policy - 40 minutes of daily instruction beginning in Grade 4 (Policy/Program Memoranda No. 17 and No. 58). The expanded program includes Grade 6 this September and will be fully implemented at the elementary level (Grades 4-8) by September, 1989.

Aside from ministry policy, there are several reasons why Grade 4 was suggested as the appropriate starting point for the Core French program:

- Students at the beginning of the junior division have developed skills in their first language which allow them to use reading and writing to reinforce their listening comprehension and speaking ability. Children retain what they have learned in a second language much more readily with reading and writing as support skills.

- Learning in the primary division is largely "experiential", requiring large blocks of time. The primary teacher has difficulty scheduling the many activities that the curriculum presently demands without adding another component to fragment an overcrowded day. While learning by doing can be provided in immersion settings, it is not a reasonable expectation in a short Core French period.

- The content of the junior division curriculum allows meaningful integration of Core French with many areas of study.

Research regarding an optimal age to start second language study (i.e. Core French) is inconclusive.[1] If the trustees wish to consider further expansion of the Core French program at this time, they may wish to have a needs assessment conducted with input from the community which the Board serves and from all interested parties. This would lead to a decision in keeping with the conclusions of the 1977 report by H.H. Stern and A. Weinrib (O.I.S.E.): Foreign Language for Younger Children - Trends and Assessment:

"The guiding principle based on the considerations identified in this paper is to recognize that a language can be taught from any age upwards. Once this has been accepted, the decision at what stage in the educational process to introduce a foreign language can be governed by three criteria: a) the estimated time necessary to reach a desired level of language proficiency by a specified stage in the school career of the majority of learners; b) the educational value attributed to learning foreign languages at a given stage of the curriculum; and c) the human and material resources required to develop and maintain an educationally sound and successful foreign language program."

4. **What is the Ministry's position on core French instruction in the primary division?**

The Ministry has recommended since 1977 that core French programs begin not later than Grade 4. The decision to introduce core French before Grade 4 remains with the local school board.

As of September, 1987, instruction in core French beginning in Grade 4 has been mandated by the Ministry. The Ministry has stated that it has no plans to mandate an earlier start.

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[1] The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and the University of Western Ontario.

Issues in Early Core French, H. H. Stern, O.I.S.E., 1982

The York Region Core French Evaluation Project, O.I.S.E., 1983

5. **What is the approximate cost per grade to introduce core French system-wide?**
Cost of Teachers:

On average, there are 101 classes in each of the 3 primary grades. September, 1988 will show no appreciable change in that number. The charts below outline calculations used to arrive at the number of additional staff and the costs involved if core French were introduced into one primary grade system-wide.

a) 20 minutes of daily instruction

101 x 20 = 2020 minutes per day
Teachers @ 250 minutes instructional assignment per day:

$$\frac{2020}{250} = 8.08$$

8.08 teachers which translates into $350,000 annually in salaries and benefits of which $190,000 would be received by the Board in grants

b) 40 minutes of daily instruction

101 x 40 = 4040 minutes per day
Teachers @ 250 minutes instructional assignment per day:

$$\frac{4040}{250} = 16.16$$

16.16 teachers which translates into $700,000 annually in salaries and benefits of which $190,000 would be received by the Board in grants.

Subsequent years' grants will be affected by the rate of accumulated hours of instruction.

Cost of Learning Materials:

1. Students in the primary division develop listening and speaking skills in Core French with limited and graduated development of reading and writing skills. As a result, the learning materials listed in Circular 14 often appear in the form of "kits" rather than as student texts and workbooks.

   If the Hamilton Board of Education were to start Core French in Grade 1, the Language Department would likely recommend at least one kit per school. A kit costs approximately $560.00. For 58 schools this would cost $32,480.00 per grade.

2. If Core French were to start in Grade 1, students would accumulate background instructional hours which would require program and textbook changes, one year at a time, from grade 4 to the end of the OAC.

6. **What are other implications of core French instruction in earlier grades?**

There is no question that the introduction of core French in earlier grades is feasible; the real question is: "Should it be done?"

Ideally, a room or rooms should be available in each school for core French instruction. Accommodation must be a consideration.

ADMINISTRATION RESPECTFULLY REQUESTS FURTHER DIRECTION ON THE EXPECTED SCOPE OF THIS FEASIBILITY STUDY.

Prepared by: Barbara Howard, Supervsior of Primary/Junior
John Hill, Languages Supervisor
C. G. W. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/md

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 08 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

Associate Director of Education

(a) That Cherie Gates be appointed to the position of Acting Alternative School Program Leader, effective 1987 09 01, with salary according to schedule.

(b) That Trevor Thomson be confirmed in his position as Head of Department (Mathematics), effective 1987 09 01.

(c) That the following teachers be appointed to the Probationary Staff, effective 1987 09 01, with salaries according to schedule:

Linda Arndt	Paula Griffin
Gale Bale (3/6-F.T. Sem. 2)	Terrence Micallef
Bruce Barrett	David Phillips (.6)
Rene Blanchette	Elaine Poot
Janet Carmichael	Mary M. Tassey
Kenneth Durkacz (5/6-4/6 Sem. 1 6/6 Sem. 2)	Margaret Young

(d) That Allan Ridley be appointed to the Probationary Staff, effective 1987 09 01, with salary according to schedule.

(e) That Deborah McAlpine be re-appointed to the Temporary Staff, effective 1987 09 01, with salary according to schedule.

(f) That Joanne Green be returned from Leave of Absence and assigned teaching duties effective 1987 09 08.

(g) That the effective dates of the Maternal Leave of Absence granted to Marilyn Stewart at the July Meeting be changed to 1987 06 22 to 1987 10 12.



(h) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leaves:

Christine McKerlie, 1987 10 13 to 1987 12 31

Pamela Tuff, 1987 11 02 to 1987 12 31

(i) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with conditions governing Maternal Leaves, and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Jane Arthrell, 1987 10 13 to 1988 08 31

Catherine Reid, 1987 09 01 to 1988 08 31

Margaret Sumner, 1987 09 01 to 1988 01 31

(j) That the request of Corinne Brown for an Adoption Leave of Absence, followed by a Personal Leave of Absence, effective 1987 09 01 to 1988 01 31, be granted.

(k) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Charles F. Brown, 1987 09 01 to 1987 10 30

Janice A. Galivan, 1987 09 01 to 1988 08 31

Gail Hammond, 1987 09 01 to 1988 08 31

(l) That the return of Catherine Reid from a Parental Leave of Absence, effective 1987 09 01 (.5), granted at the July Meeting, be rescinded.

(m) That the request of Adrienne McBride for an extension of her Long Term Disability Leave of Absence, effective 1987 09 01, be granted.

(n) That the resignations of the following teachers who are retiring on superannuation, effective as shown, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Charles F. Brown, 1987 10 31

Tadeusz J. Kiedron, 1988 01 31

(o) That the resignations of the following teachers, effective 1987 08 31, be accepted with regret:

George Karambelas (Section 16)

Jeannette St. Pierre

(p) That Karon McLeod be transferred from the Elementary Panel to the Secondary Panel, effective 1987 09 01 (3/6 - F.T. Sem. 2).

(q) That the timetables of the following teachers be increased, effective 1987 09 01:

Christine Beckett, from .5 to .7

Darlene Boychuk, from .5 to 1.00

Monika Grenville, from .5 to 1.00

(r) That the following trips be approved:

(i) Glen Brae, Grades 6-7, Outdoor Education, Camp Wanakita, 1987 10 06-09 (Tuesday to Friday)

(ii) Vincent Massey, Senior T.R., Valens Conservation Area, 1987 09 28-29 (Monday to Tuesday)

(iii) Vincent Massey, Senior T.R., Valens Conservation Area, 1987 10 05-06 (Monday to Tuesday)

(iv) G.H.A.C. Reps., Boys' "AAA" Volleyball, Ottawa, 1987 12 04-05 (Friday to Saturday)

(v) G.H.A.C. Reps., Nordic Skiing, Port Hope area, 1988 02 22-23 (Monday to Tuesday)

(vi) G.H.A.C. Reps., Alpine Skiing, Ottawa, 1988 02 25-26 (Thursday to Friday)

(vii) G.H.A.C. Reps., Girls' "AAA" Volleyball, London, 1988 03 10-11 (Thursday to Friday)

(viii) G.H.A.C. Reps., Curling, Sudbury, 1988 03 23-25 (Wednesday to Friday)

(ix) G.H.A.C. Reps., Girls' Gymnastics, Chatham, 1988 04 22-23 (Friday to Saturday)

(x) G.H.A.C. Reps., Badminton, West Hill - Toronto, 1988 05 06-07 (Friday to Saturday)

(xi) G.H.A.C. Reps., Boys' Soccer, Sudbury, 1988 06 02-04 (Thursday to Saturday)

(xii) G.H.A.C. Reps., Girls' Soccer, Mew Market, 1988 06 02-04 (Thursday to Saturday)

(xiii) G.H.A.C. Reps., Swimming, Etobicoke, 1988 03 04-05 (Friday to Saturday)

(xiv) G.H.A.C. Reps., Boys' "AAA" Basketball, Toronto, 1988 03 10-12 (Thursday to Saturday)

(xv) G.H.A.C. Reps., Boys' Curling, Port Colbourne area, 1988 03 24-26 (Thursday to Saturday)

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Jamie Quinn for a Leave of Absence under the Salary Holdback Plan ("4 over 5") of the Secondary Collective Agreement, during the second semester of the 1989-1990 school year, effective 1990 02 01 to 1991 08 31.

Rec'd Aug 14/87

Ontario Secondary School Teachers' Federation

Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario

August 12, 1987

Margaret Cunningham,
Education Management Committee,
Hamilton Board of Education,
Box 558,
Hamilton,
Ontario
L8N 3L1

Dear Margaret Cunningham:

On August 6, 1987 I met with Ruth Van Horne, Chairperson of the Hamilton Board of Education, and Arnold Krever, Director of Education, with regard to the leave requested by the Ontario Secondary School Teachers' Federation (O.S.S.T.F.) for Malcolm Buchanan. At that meeting it was suggested that we might meet with the Education Management Committee and have the opportunity to make a presentation on the issue of Malcolm's requested leave. My understanding is that the Committee would likely meet in early September and that Rod Albert, President of O.S.S.T.F. and myself would have the opportunity to attend.

In addition, it was suggested that I place, in writing, some of the items that I had raised at that meeting.

O.S.S.T.F. has made relatively few requests for teachers to work on provincial matters and we feel that it is important to have the cooperation of school boards when those requests are made. As you are aware, there seems to have been no impediment to the request in that the principal of the school could accommodate the leave and O.S.S.T.F. would fully reimburse the Hamilton Board for any costs involved.

O.S.S.T.F. had requested the leave of two teachers to assist in a provincial project which was not completed by the end of June and therefore we made the request for a second leave. In the case of the other teacher the leave was granted and as you are aware, in Malcolm's case it was not. It is our feeling that Malcolm's experience and background will assist us in completing the project we had started and

... /

would reduce the necessity of us having a less experienced teacher from another board off for a longer period of time.

Since the Hamilton Board has no specific policy in the area of these types of leave, we would certainly agree that the interests of the students in the class and their program must take a priority. However, it is our understanding that there is very good back-up for the classroom and that back-up would ensure continuity for the students at Parkview Secondary School while providing the Hamilton Board with the opportunity to give another teacher the chance at some positive experience in the classroom.

As this issue has provincial implications from the point of view of future relationships between teacher federations and boards of education, we would strongly urge the Hamilton Board to reconsider its position.

Yours truly,

David Eaton

David M. Eaton
General Secretary

cc: R. Van Horne,
Chairperson of the Hamilton Board

A. J. Krever,
Director of Education

R. Albert,
President - O.S.S.T.F.

M. Buchanan

DME:wd



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